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THE TEACHER'S PART IN THE NEW SCHEME

S. B. Underwood.

The writer of this article has before him, bearing date of April 23, 1913, a copy of his report to the school board of a progressive North Carolina town then served by him as superintendent. In this report he argued mildly and conservatively for slight increases in salary for most of the teachers recommended for re-election. To quote:

"I recommend the re-election of Mrs. A. at a salary of $42.50 per month. She has been with the school two years at $40.00 and is entitled to this increase as a matter of encouragement. Mrs. B. should be re-elected at her same salary, $50 per month. Miss C. likewise should be re-elected at the same salary. She has had this year $60 per month. She is worth more, but in your present financial condition, I do not recommend an increase. Mrs. D. has asked for an increase of five dollars per month, making her salary $55. She is one of our best teachers and I hope you will give her this increase, as there is danger of losing her if you do not. Miss E. has been with us one year at a salary of $40 per month. She has done good work and I recommend her re-election at the same salary. Miss F. has been with us one year at $45 and wants $50. She has done very good work and I recommend that you re-elect her at $47.50, which I believe she will accept."

And so on through the list. High school teachers with college training were haltingly and almost apologetically recommended for salaries of $50 and $55. The high school principal was slated for $90 per month. The report closed with a discussion of available revenues for the ensuing year, showing a possibility of an increase of $800 over the receipts for the current year.

This report was presented to a city school board which received it with varying degrees of disapproval and it required a siege lasting more than a month to get it adopted.

Of the teachers named in the report, one is now getting nearly $3,000 per year and the others have made corresponding advances. Two of them are heads of departments in larger city high schools, drawing salaries in excess of that drawn seven years ago by the superintendent, who timidly asked for increases of $2.50 and $5.00 per month for them. Some of them are still working in this same

city system with salaries doubled and work considerably lightened. This city is spending more money on its schools than the most enthusiastic supporter of education would have thought possible. The board which had a man on it who openly boasted that he had never yet voted to pay any teacher $50 per month and never expected to, hesitates not at all to fix salaries that in those days would have seemed plethoric.

A great deal of water has passed under the bridge since 1913 and the people of North Carolina are beginning to realize that they must spend money on the education of their children. The salary fund of almost any city or county has doubled in this time. Not a single teacher in the city system referred to, drew a salary equal to the minimum salary of a properly certificated teacher in the smallest rural school during the year just closed.

And the end is not yet. The State is becoming aroused as never before. Papers are full of discussion of salary increases and we are already making ready for a scale greatly in excess of the present figures. It really looks as if a living wage is in sight.

This brings us to the main thought of this article. It is a recognized fact that the leaders of our educational system and the public generally are working toward a living wage for teachers. Let teachers be very careful not to endanger the issue when victory is in sight by taking a position that is too insistent and impatient in the demands which it makes or by being careless in the discharge of duties and obligations. Let us realize, as we must, that a program as ambitious as the one we are entering on cannot be shaped up in a day or a month. We should not expect the impossible. Most superintendents and school boards will gladly pay such salaries as the funds in hand will permit and the teachers' qualifications justify. They are ready to take the initiative in asking for more funds, but it takes time to vote taxes and build up large revenues.

And let us be sure of the qualifications. The chief obstacle in the way of voting larger funds for school purposes is that to the average man, a teacher is a teacher. He is unable too often to discriminate between the really good teacher and the sadly inefficient one. Talk about paying teachers more and he thinks of the teacher he knows who is careless and slovenly in her appearance and in her work; who is poorly prepared for her task, and takes no trouble to prepare herself better; who thinks more about what she should *get* than what she should *do*. Naturally he is against increasing teachers' salaries. But let a well prepared, highly trained, conscientious and capable

teacher teach this man's children for a year and he will go down into his pocket to keep her in the community and suddenly begins to favor increases in teachers' salaries.

The teacher who throws herself unreservedly into her task and does it cheerfully and uncomplainingly, who strives constantly for self-improvement and professional advancement, who gives the State and community the very best of which she is capable, is going to hasten the day when adequate salaries will be waiting for all her kind out yonder somewhere.

When that good day comes it will come because we have shown the people who pay the money to run the schools that we are worth to their children what we ask them to pay us; indeed, that what we ask for is not for ourselves, but for the children. The writer agrees thoroughly with Dr. Williams of the University of North Carolina in his exceedingly sensible statement in a recent number of *North Carolina Education,* that we have perhaps been putting the emphasis at the wrong point. We ought not to ask for more money simply because we need it, or because we are underpaid and cannot make a living teaching school. We can make a living at something else; certainly some of us can. Salaries should be increased not so much to pay a debt to the poor down-trodden school teacher as to make safe the foundation on which our social structure stands.

Let the teacher realize her part in the new scheme. Money alone will not give us an efficient school system, however necessary the money may be. Good buildings alone will not educate. A child cannot sit in a patent desk or lean against a brick building and absorb an education. The teacher's own personal and professional attitude and qualifications must supply the life essence to the system. Let us strive to be worth the increased salary when it comes as come it will.

Aside from the more general obligations to the State, let us consider briefly some more particular demands that can rightly be made of us. What are some of the things that we owe the State, or the particular community in which we may be teaching?

We owe certainly the developing of a high standard of thoroughness and accuracy. We American people are in danger of drifting into shallow and inaccurate habits of thought and action. We are in too great a hurry to get somewhere and get there quick. We know a little about a great many things, but we know much about a very few things. The school should encourage and stimulate that genius which is an infinite capacity for taking pains.

We owe a revival of personality in teaching. In this day of normal training and special methods, we need a touch of the master spirit, such as was found in the best of the old-time teachings. We tend too much to fall into types and grooves in our teaching. It is well to think not only of the technique of the teaching process, but of how to make the teacher's soul reach the soul of the child and awaken and inspire it. *"How shall I understand unless some man explains it to me?"*

We owe the development of some way to get at the individual child, and develop him as an individual entity. We are drifting toward uniformity, standardization, in business, in church, in school. We try to run our school like somebody else's, to mould it in the prevailing pattern. We are teaching groups of children rather than children. The individual is too often merged into the mass. This is the danger point of modern school methods. We must look for and develop the touch of life and spirit. We must devise some means to get at the child; to appeal to his individual ambition, to make him dream dreams and see visions.

The school owes it to the community and to society to stand firm against the growing tendency toward anarchy in American life. There is a place for law and order, even in a Democracy. Liberty may become license. Democracy is not Bolshevism. Blind impulse is not a safe guide for life, in child or adult. The school should teach habits of self-control. The child should learn stern inhibition of primal impulses, both to make it possible for the school community to do its work and to learn for himself valuable lessons of self-control that will stand him in good stead in the larger social unit toward which he moves.

> "Self-reverence, self-knowledge, self-control;
> These three alone lead life to sovereign power."

These are some of the obligations which the teacher owes the community and the State. If we discharge these obligations fully and freely, the State will not fail to recognize us and reward us.

PHYSICAL EDUCATION TEACHERS IN THE PUBLIC SCHOOLS

The Personal Qualifications and the Laboratory Equipment of Teacher Producing Institutions of Teachers of Physical Education for the Public Schools

By H. G. Swanson, *Superintendent of Schools, Greenville, N. C.*

(Synopsis of address to Normal School section Department of Superintendence National Educational Association, Cleveland, Ohio.)

The personal qualifications of the teacher of Physical Education need not be materially different from the personal qualifications of the teacher of any other subject. Only the person of sound mind and strong body can teach successfully in the modern school. Teachers of Physical Education must know subject matter and how to teach it exactly as teachers of other subjects must know subject matter and how to teach it. The day has, happily, passed when only the individuals who have excelled in some of the college sports and athletics can qualify as teachers of Physical Education.

The laboratory facilities of the teacher producing institutions do not seriously concern the public schools. Many teachers' colleges are equipping laboratories with highly technical and expensive devices for making physical tests. The public schools can not have these things. But the public schools can and do have in North Carolina, a public health officer who is a skilled physician. We want the teacher producing institutions to teach the fundamentals in their general application, and not endeavor to produce technical experts. We want teachers of Physical Education to be competent in detecting defects in hearing, seeing, heart action, teeth and nutrition, and the other common physical disorders. Then we want the curative treatment to come through the public health officer, or another skilled physician. Recent records compiled in the State of North Carolina are sufficient to demonstrate the beneficial results of the coöperative working of the teachers and the public health officer. To illustrate: In one report more than twenty thousand children had received curative dental treatment at the hands of a skilled Doctor of Dentistry, resulting from the intelligent activity of the public school teachers. The value to us of this report does not lie in the enormity of the numbers of children treated, but rather in the practicality of the plan that is striking at the very seat of the common physical disorders of everybody's children. The common school teacher so educated in the teacher producing institutions that she has the ability to discover absolute

physical needs, working in conjunction with the public health officer, is the plan we want. Rather than extensively equipped laboratories, we would urge teacher producing institutions to issue health certificates to its graduates as a prerequisite to a teaching certificate. North Carolina now requires such a certificate from every teacher.

UNIVERSAL EDUCATION THE AIM OF THE PUBLIC SCHOOL

ROBERT H. WRIGHT

The editor, in going over some manuscripts of speeches and articles that had accumulated in the desk of the President of the School, was impressed by the frequent recurrence of the theme "Universal Education." Consciously and directly at times, incidentally and apparently unconsciously at other times, the theme has evidently been the burden of his message, and is really second to none in his mind. "Teacher Training," the subject most frequently found, is always the means leading to the ultimate end—education for all. Permission was asked to cull from these; therefore this article is made up of three addresses, yet the three blended into one make a unit on the above subject.

I believe all the advances in science, all modern inventions and improvements, all the advances in civilization are the fulfilment of God's great plans for mankind. I also believe that this world in its onward march has reached a stage when universal education is essential to proper development of mankind. When universal education is essential for the fulfilment of the divine purpose for human beings.

To one interested in the growth of our Nation, its Constitutional history and its economic history, to one interested in the growth and development of our institutions, there is nothing more fascinating than to trace the evolution of our public school system; for its growth and development is peculiar to our own nation.

Many educators and students of educational history would have us believe our public schools have been developed from European systems, but the facts of history will not justify the statement. Many sections are trying to claim priority in the establishment of the public school of today. To all such let me say:

> "Oh what a tangled web we weave
> When first we practice to deceive."

The truth is, our system is not fully developed, for we are now undergoing the first stage of its metamorphosis. In a democratic state democracy must be established before the people can see the need for public education.

When this new Nation sprang into existence, July 4, 1776, it was true as stated in that immortal Declaration of Independence that governments as instituted among men at that time, did derive their just powers from the *consent* of the governed. But as the idea of political liberty, then for the first time given a national birth, grew and developed, our people soon reached the state where they no longer believed governments derive their powers from the *consent* of the people, but from the *will* of the people.

In America it is no longer a matter of what we will consent to, but what we wish done. The government is not a thing apart from our life, but each life is an integral part of the government.

To live as a useful citizen in a nation with such an ideal, calls for a high order of citizenship. *The public school of today is the result of a slow but steady evolution of the public consciousness for the need of universal education as the real foundation for our institutional stability.*

It is a noticeable fact in the history of civilization that people have political liberty in proportion to public enlightenment. Educate the masses and you eliminate the classes in government; for education is the tyrant's greatest enemy and the people's truest friend. As a Nation we are beginning to realize that in a civilization like the one in which we live, in a Nation like ours where the government rests upon the heads of an intelligent citizenship, not only the government but the very civilization itself depends in no small measure upon public education. Our Nation, our State or our city will prosper in the same proportion that public education is fostered. We may believe this or not, but it is absolutely true, for it is a natural step in our evolution.

What then is the function of our public schools? Are they to be fostered simply to keep alive patriotism and teach government, or are they to touch the heart and life of our people? Is education with us to continue to be what it has been in the past, for leadership alone, or is it to reach itself down to the very foundation of human society, lay hold of the masses of mankind and bring our entire people to a more vivid realization of their obligations and opportunities and thus raise the standard of living and advance our civilization? As I see it, the public schools must not only train for leadership, but they must touch in a vital way the every-day affairs of all of our people. We must have leaders in church and state, but we must also have an intelligent citizenship, and of the two we most need an intelligent citizenship; for from the rank and file we will develop leaders, provided that rank and file is intelligent. It is the

substantial yeomanry of England who have preserved that great Nation in many a crisis, and the safety to say nothing of the prosperity of our State depends upon the intelligence of its citizens, our yeomanry.

As a Nation we are beginning to realize that "The difficulties of democracy are the opportunities of education," and that each generation is not only the inheritor of a glorious past, but the trustee for prosperity. We realize that, "To preserve, protect, and transmit its inheritance unimpaired is its highest duty. To accomplish this is not the task of the few, but the duty of all." Again we realize "That democracy alone will be triumphant which has both intelligence and character. To develop them among the whole people is the task of education in democracy." Also, that, "There is no smack of charity about the public educational system of America. It is for all. It is the universal and inalienable right of every man and woman, every son and daughter of the realm. It is the corner stone of our plan, the essential factor of our governmental purposes. . . . The public schools are to train boys and girls, not to support the thriftless or the unfortunate." But through the instrumentality of the public school the thriftless are to be eliminated as a class by being converted into the socially efficient and the unfortunates are to become fortunate.

We realize that, "Whatever adds to the real enlightenment of the multitude, adds to the happiness, the strength and the security of a republic which rests upon the common intelligence and equality of rights for all." This does not mean socialism if by socialism you mean a kind of paternalism. It does mean for all equality of rights under the law, but not equality of results in spite of all moral and legal rights. We realize that the educational purpose of our State should make the work of the school aid the industries, that it should give as much honor to manual skill as to intellectual occupations and yet its intellectual purposes should reach forward to the very mountain tops of human learning. While we realize all these things, we must also realize that it all will come to naught unless there is a quickening of the conscience for civic righteousness. The school is constituted legal authority over the child and that community that sides with the children against the schools, unconsciously, but nevertheless forcibly, instills into the children rebellion against legal authority. Continue such a state through one generation and you will reap as your harvest a crop of law breakers.

Many of the ideals of a life are the ideas instilled into that life while it is in the school. Unless the teacher's ideals are correct and

high, yes, above reproach, the child will never aspire to noble or great things. In other words, as valuable as are the facts taught in the books, the greatest work of our schools is not in imparting book or bookish information. Give me a teacher who can inspire, a teacher who can instill into my child correct ideas of life, a teacher who can lift the soul and kindle ambition and set the life on fire to do noble deeds, in preference to the teacher who can impart only information. By noble deeds I do not mean aspirations for what the world calls great, but a correct idea of life's responsibilities. To be more specific, let my child see that he owes something to human society, that it is wrong to fail to give in his taxes or that he should not vote the party ticket, when to do so conflicts with justice or honor. Let him realize that it is as great a sin to cheat the government as to cheat a private citizen. Let him realize that the honor of the government is the honor of each citizen and that a corrupt government means a corrupt citizenship. While the mind is being taught the mysteries of learning let the life be developed into its proper relationship to its environment.

(From an address delivered to the students on Founder's Day, 1917, is culled what is given below.)

With our Nation occupying the peculiar place it does occupy in the brotherhood of nations, the responsibility that rests upon the public schools of our Nation cannot be fully grasped nor adequately shown, but it is clear to all right thinking men that the civilization of the future is to be determined in a large measure by the work of the public schools. It should be the purpose of the schools of this country to prepare the coming generation to meet the responsibilities of life as they are to be found in the new order of living. For a number of years education was considered as a purely mental process. There has been growing up in our country an idea in education opposed to the doctrine of formal discipline. This idea has found expression in what is known as vocational training. Today in every leading educational institution in this country there is a conflict going on between these two ideas: the one advocating pure learning as the main object in education, the other advocating the ability to do things as the sole purpose of education. It is true that the world of today is calling for men and women who are able to do things. We no longer look for intellectual dreamers, but we want men who know and who are willing to do. The new education that must come will take out of the old idea all of the good there is and will discard from the new idea much of the useless rubbish. It will realize that men

must know before they can do with intelligence. It will also recognize that doing without knowing is an educational blunder.

When the civil war closed, we found in a few years that this South Land of ours had reared one generation of boys and girls with a gap in their educational development. Many a man of today is seriously handicapped in life's battles because he was deprived of the opportunity of attending school when he was a child. I believe as firmly as any loyal American citizen believes, that it is our duty to send help to the allies in Europe, to spend freely of our money in the support of a large army, to sacrifice all that need be sacrificed in money and material, but I also believe that it is just as important, even more important, to keep the schools of America running and to keep these schools supplied with well trained and efficient teachers. The present generation of men and women will spend the remaining years of their life getting over the terrible effects of this great war.

The future civilization of the world is dependent upon the importance now given to the children of the coming generation. It should be the function of the schools, therefore, to see to it that these children are so taught that they may carry over into their lives the best there is in the civilization of today and carry with it the opportunity to adjust themselves to the new order of things that must follow. The school teacher must teach children and not books. The school teacher must see with a clear vision that the next generation is to live in an entirely different environment from that that surrounds the present generation. There must be a spirit of coöperation, such as we have never seen before. There must be a spirit of universal brotherhood, such as does not exist today anywhere. The man with means must realize that he, as a captain of industry, is not superior to the man of ability, who is capable of directing large industrial operations—in other words, the president of a large corporation must realize that the foreman on his job is no less a man because he has been blessed with a smaller proportion of this world's goods. The honest citizen, engaged in whatever industry, is to be the future ruler in this new order that will shortly come. There must be a breaking down of the old social lines and the honest men of this world will grasp hands with each other on equal terms. It must be the function of the schools so to train the children that they will realize this universal brotherhood of mankind.

This is not socialism but it is making real worth count in whatever position it may be found. The labor of the school teacher is tremendous. May she rise to her opportunities.

TEACHING FIRE PREVENTION

Irma Fuqua, '20.

Every year, in North Carolina, we burn up over four million dollars of property, averaging about $11,000 per day. The average loss of life per year by fires since January 1, 1919, is about two a day. At least seventy-five per cent of this loss is due to carelessness, and rubbish in and around the premises. The State Insurance Commissioner is authority for this statement.

We realize that the best way to correct this old habit of carelessness is to do it through the children. If they see the danger in allowing piles of rubbish to accumulate around the premises, and of using carelessly the match, kerosene, gasoline and benzine, they will help to correct these things. Soon they will be cleaning up around the premises at home, and talking to father and mother about being more careful in using the oils that form explosive gases and about other things that cause fires.

But where shall the children learn these things, unless it is taught them in the schools? Why shouldn't we spend a part of our school time in making a study of fire, in addition to bringing in incidentally all the possible precautions against it? Is it a matter to be left solely to a club, or should it be taught directly?

My purpose is to give suggestions for teaching this topic. I have in mind the third grade, so that I can be specific, but the material can easily be adapted to any grade.

To go back and trace the history of fire makes it interesting to the children. There are various ways in which that can be done, but one good way is by starting away back and showing the evolution.

There was a time, hundreds and hundreds of years ago, when people did not use fire. They lived in caves and ate raw food. When the weather was cold they wrapped themselves in skins and went further into the caves. They were even afraid of fire as they saw it in the lightning and volcanoes.

One day one of these men was rubbing two sticks together and produced a spark of fire, which fell on some dry grass and began to burn. The man was surprised and frightened, but when the grass burned more it warmed him, making him even more comfortable than the thickest skins he could wear.

This man spread the news and soon people from far and near were producing fire in the same way, and using it to keep them warm.

One day another person found out that after holding his food over

fire it tasted better. So he told people about that and soon every one was cooking his food by holding it over a fire which was done by the use of two sticks. Later people learned to use fire for drying their clothes; frightening away wild animals; killing insects; and preserving food by cooking, by drying, or by smoking. They also cleared away forests and jungles by means of fire.

The people gathering and sitting together around fires, for the purpose of being more safe and comfortable, were led to better ways of living. They talked over their work and problems and learned to help one another.

There are some people who still produce fire by primitive methods. The Eskimos and Chinese rub sticks or strike stones together. They have three different methods of producing fire with sticks. One way is just to rub very briskly, one stick across another. The other methods are called "ploughing" and "twirling." Taking one stick and rubbing it against a little groove in another stick until it makes sparks of fire is called "ploughing." "Twirling" is done with a pointed stick and one that has a little place hollowed out in it. The pointed stick is fixed so that it whirls around in the groove in the other stick. In China the burning glass is used. A small piece of magnifying glass is exposed to the sun, just above a bit of paper or a pile of shavings. The rays of the sun strike the glass and after staying on it for a long time, they heat the glass so that the paper or shavings take fire.

Show the children how each of these methods is used. Some of them will probably remember seeing sparks of fire produced when two stones were struck together. If any of the children are not satisfied about how the sparks were caught, explain to them that the people always held something near which was easy to catch fire. They used the "tinder box," a little box containing bits of charred linen for a long time. The Eskimos keep a little dry moss near to catch the sparks.

The Eskimos have a little stone pail of oil with a moss wick in it, which serves as their lamp, heater and stove, and some people use a tallow candle for all of the same purposes.

Even with all these methods, producing fire was difficult. As our forefathers became more civilized, they learned more ways of using fire and also easier ways of getting it.

In 1805 a Frenchman discovered a kind of match. This had to be drawn between folds of glass paper in order to strike it. The glass paper had to be sold with every box of matches. Later a more successful match was discovered. A man found that phosphorus on the

end of the match, over the other chemicals, would make it strike when rubbed against a rough surface. This is the kind of match that many people use today, but it is a dangerous match. The kind that does not have the phosphorus on the match, but on the box instead, is the safest. This match can be struck only on the box.

As the methods of producing fire have been improved, people have learned to use it for more different purposes. It is now used to light our homes, stores, churches and other houses. Gas and electricity have revolutionized the ways of lighting, heating and cooking. Fire has become one of the essentials of modern civilization. It cooks our food, thus preserving it and making it taste better; it moves our automobiles, trains, ships and boats; it makes iron and steel flexible; it melts gold, silver and other precious metals. It would be impossible for the blacksmith to bend his iron and steel if there was no fire. Fire makes the mill and factory engines go.

Fire is a servant and it would be hard for us to do without it, but it is a rebellious one trying to break his bonds. It has to be watched. Controlled it is a valuable servant, uncontrolled a raging demon. Every year 1,500 people are killed by fire and 5,000 injured by it, to say nothing of the amount of property destroyed.

One can lead the children to a realization of this by asking such questions as will call to memory their own knowledge of destructive fires, such as:

How many times have you heard of people being burned? of houses being burned down? What was thought to be the cause of the fire?

Suppose we call this terrible thing fire, "A big monster," and see what some of this monster's friends are.

The next step would be to make them see how fires are caused.

The ordinary match is one of this monster's best friends. Bad flues, waste paper, hot ashes, fire works, cigarettes and cigars, are also its friends. Many of the things that are useful to us are friends to fire if they are used in the wrong way. For instance, kerosene, benzine and gasoline. If a pail of gasoline is left open in a closed room for a day it will evaporate and fill the room with gas. Then if a match is struck in that room the gas will explode and probably burn up the house. Kerosene acts almost the same way. There is one particular friend of this monster that makes all the above things very dangerous. It is no good to any one, but if we all help to kill it, there would be very few fires. It is C-A-R-E-L-E-S-S-N-E-S-S.

Several incidents of fire being started by some of the above things should be told by different pupils and the teacher. There are several

stories which should be used here. The following are very good. They are found in "Uncle Jim, the Fire Chief":

"Mrs. Adams Burned by an Explosion of Gasoline," "An enemy in the Kitchen," and "The Little Mother's Mistake."

Write on the board all the friends of fire, with *Carelessness* so much larger than all the others that it could almost cover them.

It is well to explain that the ordinary match often causes destructive fires by being accidentally crushed or rubbed, perhaps by being stepped on, or mashed in some one's pocket; or by being struck by rats. In order to understand that the safety match is the only kind that should be used in any home, they need only to have their attention called to the danger of allowing rats to get the ordinary match and carry it into the garret or between double floors where there may be trash and heaps of paper and rags.

In the United States there is an average of $500 worth of property destroyed each minute, which would be very much more were it not for our fire departments. We all know of houses and perhaps towns, which have been saved by fire departments. But people have not always had the advantages of good fire departments.

Right here it would be well to teach something about the fire departments. Children in towns, especially are always interested in the fire department, and can thus be made to appreciate it more and realize what the work of a fireman is.

The first fire company was organized in about 1740. Fire was causing so much trouble in Philadelphia that a certain man, Benjamin Franklin, began to believe that there should be some organized body to protect the City against fires. He began by making talks about the loss from fire, and the need of a company whose business should be to ever be ready to fight fire. In a short while a company of practically all the men in Philadelphia, who owned property, was formed. Each of them had to keep in good order, and fit for use, leather buckets with strong bags and baskets (for packing and carrying goods) and carry them to every fire. When a fire alarm was given, all the members hurried to it. Then they formed a line, each standing just close enough to the next one to hand a bucket to him. This line extended from the place the nearest supply of water was, to a throwing distance of the burning building. They passed the buckets of water along from one to the next, keeping several buckets going all the time, so that the water was almost continually being poured on the fire. Do you think there were two lines of these men? Why?

The children could easily dramatize this method of fighting fire. They will be interested in it, and those children in the country may readily

see that it is practically the same as the "bucket brigade" method still used in the country.

Many other fire companies were formed, and the members talked over the causes of fires and the ways of preventing them, and even wrote pamphlets about it. So, this got all the people interested in it, and soon they were giving more money to buy apparatus for fighting fires.

Almost all the towns got interested in the fire departments, and today we have much better apparatus for the work.

The way in which you teach the work of the fire department depends on whether your pupils live in the country or town. The town children should notice the fire machines, engines and fire wagons, what the firemen do and how they are paid for their service, while the children in the country, too, ought to know something about these things. The town children should notice the fire machines and thus get some knowledge from observation. Take them to a fire alarm box and show them how to send in an alarm. They all have had curiosity enough to know something about the fire houses, trucks and engines. Some of the class should tell how the firemen go to a fire. An explanation may be given by the teacher which will make them see the firemen as the *hero* he is.

When an alarm has been given you may see these firemen in their red shirts, clinging to the fire engine or wagon, dashing down the streets. They may be riding to their deaths, but they never think of that. Their business is to get the ladders up and the hose playing on the blazing house, and even to go into the flames and bring out a child or other person who has been trapped there.

Tell the class stories of the heroism of firemen, then ask such questions as: Would you like to do all you can to help the firemen? What kind of a man is needed for a fireman? Then tell them that it takes a brave man for a fireman. The chief of a fire company gives orders, sees that the other firemen do their duty. The other firemen obey orders, act instantly, fear nothing, forget themselves and go on doing their duty.

Read the story of "Fire in New Jersey," in Dyne's "Socializing the Child." Explain to the children how people are building their houses to safeguard against fire; how the modern school buildings have doors opening to the outside from every room. Then give them full instructions about what to do in case a fire breaks out in a building they happen to be in. Review all the ways by which they may help prevent fires, and have them put into practice the lessons they learn. They

can keep paper and trash from accumulating on the school ground, and perhaps remove many more dangers of fire and keep them from existing.

Much of the above material was taken from the pamphlet on Benjamin Franklin, by McMurray and from *"Uncle Jim, the Fire Chief."*

JOHN GRAHAM: TEACHER AND COMMUNITY LEADER

M. C. S. NOBLE, *Dean of the School of Education, University of North Carolina.*

(From the High School Journal.)

John Graham, the subject of this sketch, was for nearly fifty years a prominent and successful teacher in North Carolina. He was born in Fayetteville, North Carolina, August 1, 1847, and is a full-blooded Scotchman, being the son of Archibald Graham and Anne McLean and the grandson of Colonel Alexander McAlister of Revolutionary fame. He is a brother of Alexander Graham, the great public school leader in North Carolina, and an uncle of the late Edward Kidder Graham, formerly president of our State University.

He was prepared for college by J. DeBerniere Hooper and Jesse R. McLean, two noted Carolina teachers in this state before the Civil War.

In 1863, when only sixteen years of age, yet well prepared to enter college, and full of youthful ambition to continue his education so well begun, he turned his back on the halls of learning and, in obedience to his country's call, entered the army of the Confederacy, where for two years he, a mere boy, fought like a full-grown man until Johnston's surrender in 1865.

The following August he went to Warren County, taking with him strong recommendations from his former teachers, secured employment as teacher in a school at the home of Rev. C. M. Cook, and began his long and honorable career as a teacher in the private schools of his native State.

Forty-five years from that day in August, 1865, when he went to the home of Rev. C. M. Cook, Judge Charles A. Cook, the preacher's son, came all the way from a new home in his adopted state of Oklahoma to speak at a reunion of the former pupils of Mr. Graham. Addressing the audience, the speaker stated with pride that in the long ago he had been the first one to greet the red-headed, curly-haired Scotch boy at his father's gate and bid him welcome in his

father's home, that he was his first pupil and his first graduate, and that he was the first one of his old students to send his children to be taught by the good and faithful teacher who had taught him so well in days now long gone by. And then he spoke in fitting terms of the zeal, energy, faithfulness, scholarship, and effective teaching of his old instructor who then sat in the audience and listened with those conflicting emotions that stir a teacher's breast when one of his old students comes back and says such good and pleasant things about his work in training boys and girls.

Mr. Graham taught successfully in several neighborhoods in Warren county until 1898, when he moved to Warrenton and established the Warrenton High School. His reputation as a successful teacher followed him to Warrenton, where he soon built up a flourishing school which was attended by students from all parts of the State.

His students ever took high rank at college and always showed that they had been taught by a teacher of eminent ability; and, still better, they showed that they had been taught by one who had instilled gentlemanly principles into his pupils, for at college they were invariably conspicuous for their manly bearing and courteous demeanor.

Mr. Graham represents a type of schoolman now unhappily disappearing. He began his career at a time when teachers chose teaching as a profession because they loved to teach and they went about their work from day to day, from year to year, with a fine ambition to be known as good teachers.

Mr. Graham, like the teachers of his day, believed in the old curriculum and had unbounded faith in the value of the traditional studies of Latin, Greek, and mathematics, as the basis of a sound education. With patience and skill he taught those subjects and he drilled his students with a zeal that never flagged. The teachers of his day labored faithfully with their pupils, ever buoyed up by the hope that at college they would take high honors and if possible lead their classes. The success of their old boys at college was a joy to them afterwards and was heralded in the press as proof of the excellence of their gift as teachers. And John Graham's life was constantly lit up by the repeated successes of his old boys in their college classes.

In 1914, on account of the after effects of "grip," Mr. Graham had to give up classroom work and his son, Mr. W. A. Graham, assumed the management of the school.

In 1918 the great world war called young Mr. Graham to the battle line in France where, as Major, he commanded the Second Bat-

talion, 120th Infantry, in the 30th Division. John Graham, feeling unable to carry on the work alone, closed the school in June, 1918, and began to serve his country through various forms of war relief. And thus this veteran in the teacher's profession, at the age of seventy-two, after a long and successful service of nearly half a century, today in his home at Warrenton is enjoying a sweet old age, happy in the reflection of a well-spent life and affectionately remembered by the hundreds of boys and girls whom he formerly taught, while his friends and neighbors delight to honor him with their affectionate regard and their genuine appreciation of his splendid Christian character and his effective service as a teacher of the youth of the State.

WHAT A SUPERINTENDENT EXPECTS OF A TEACHER

REPORTS OF TALKS MADE BY H. G. SWANSON, SUPERINTENDENT OF GREENVILLE SCHOOLS, AND S. B. UNDERWOOD, SUPERINTENDENT OF PITT COUNTY.

The students have been exceedingly fortunate in having excellent advice from the point of view of both a city and county superintendent. It gave those who expected to be working under superintendents soon, the opportunity of finding out for themselves many things which will be of real benefit. "What a Superintendent Expects of a Teacher" was the topic of two series of talks, one by H. G. Swanson, Superintendent of schools in Greenville, and the other of S. B. Underwood, Superintendent of schools in Pitt County.

Superintendent Swanson made three talks as follows:

(1) Personality of the Teacher; (2) Scholastic Qualifications of the Teacher; (3) Professional Qualifications.

All three of these talks were brief, practical and definite. The students realized that these talks were not a mass of theoretical facts collected from various text books, but knowledge that came from the personal experience of one that knew, and each student felt that somehow he had in mind certain teachers as he talked, and felt that he actually judged teachers in this way; and she knew that other superintendents judged teachers in the same way.

These talks were presented in an attractive form, and by being broken into three short points, they seemed to sink into the minds of the students better than if in one long talk.

In the first talk he said that the personal qualifications of a teacher seeking employment could not be emphasized too strongly. This is

the superintendent's first impression, and he knows that what is before him will be constantly before the pupils, and her personality will have a great influence over them. It was formerly believed that charm and personality were merely gifts of nature, but now it is well known that each one can make herself personally attractive.

The old idea has been exploded that those of stern, severe natures are the best teachers, for the teacher who has charm of personality will win in the long run. He impressed upon them the fact that it was not finery in dress that counted, no one wanted a "Miss Fluffy Ruffle" teacher, but that the way one put on her clothes, brushed her shoes and combed her hair did count. He asked the students to take an inventory of themselves and see the qualities they possessed, and those they lacked.

In the second talk, the "Scholastic Qualifications of the Teacher," he said that knowledge was absolutely necessary for successful teaching. The records in the office speak for themselves. When a superintendent is looking for a teacher, he often looks at the records to see the scholastic qualifications of the applicants. Grades signify the subject matter mastered. There is nothing else to take its place. Although one may seem for a time to get along without scholastic qualifications, as the superintendent may not be shrewd enough to detect lack of knowledge, or one may even get by the teachers, but there is no getting by the children in the classrooms. If one does not know a thing the children always find it out. There is only one time to get knowledge, and that is when you are students. Do not get the idea of begrudging time spent on study. Industry in effort and in acquiring knowledge counts. Teachers have to give instruction. They must have confidence in their instruction and trust that they know what they are doing, or the children also will mistrust their knowledge. There is respect for a teacher who holds to an outline of facts. She knows that one must have a great mass of knowledge about the subjects one must handle. This does not mean that she knows it all. He then gave an example of the teacher who says "I don't know" and doesn't care if she doesn't know. Such a teacher does not succeed. On the other hand, if a teacher does not know and is willing to find out, she will be more apt to succeed. The teacher must have a great mass of common knowledge which she can use as everyday tools. No teacher can be successful who does not work while a teacher to get more knowledge. One thing he gave as necessary in acquiring knowledge, and that is, to know *how* to study. The course here gives the essentials of how to study, but unless you put into practice the things you learn, your time will be wasted.

The last talk was on the "Professional Qualifications of the Teacher," which, he said, meant the *how* and *why* of teaching. Some might think that if the teacher possessed the personal and scholastic qualifications they would be sufficient, but they are not.

It is the aim of normal schools to instil within the minds of the students the professional spirit. This is the sole reason for the existence of this school. No one is a good teacher who does not know reasons for the things she does, and schools like this enable students to see the reasons.

It is the aim of normal schools to instil within the minds of the end of the day, nor did he have use for one who was not well grounded in the ethical and professional side of her work. Interest in result is necessary.

It is largely our fault that teachers receive such a small salary. "I believe in educating the people up to the point where they will see that they cannot get the type of teacher needed unless they pay for her." North Carolina is taking a lead in providing for teachers. He said that he had no use for that class of persons who used the high profession of teaching as a stepping stone to other things. There are entirely too many "trousseau teachers." He then explained that he did not mean that teachers should never marry, but that no girl should use it as a resting place until some one asked her to marry. "Be true and faithful to your profession," was his admonition.

Imparting knowledge should not be the sole object of the teacher. The teacher should know the children she teaches. Her whole business should be child studying, therefore the students here should get all they can out of the Child Study Course given here. The teacher should know the children, know the subject, and know how to get it across. Unless one makes a study of his business his ability to teach thoroughly will be limited.

He ended his talk by saying that no higher obligation rests upon teachers than to be professional; to know the *how* and *why* of teaching.

All three of the talks blended, and each qualification was seen to be necessary for good teachers.

Mr. Underwood, Superintendent of public schools of Pitt County, made four talks to the students of the Training School on "What a County Superintendent is looking for when he selects teachers." He agreed with Mr. Swanson in putting emphasis on the three qualifications which he gave in his talk, namely: the personal, scholastic, and professional qualifications, but to these he added others.

Many teachers do not do as well as they know. They should live up to their capabilities.

The teacher that teaches in the country must be a part of the community. She must show interest in the welfare of the community. She should be a leader in the community, but not think herself above the people in it. The teacher should stay in the community in which she is teaching. Several years ago the teacher stayed at school only as long as she had to and as soon as Friday afternoon came she was gone and did not come back until Sunday afternoon or Monday morning. Times have changed though and the people do not expect teachers to do this any more. A teacher of that sort fails to get hold of the community and she cannot do as successful work as she could if she remained in the community during the week-end.

In the third talk Mr. Underwood brought out strongly this idea: Superintendents are looking for teachers who have capacity for work and willingness to work. A teacher should always be in a learning attitude and should not think she knows it all. A teacher should not be a finished product, she must continue to study if she wishes to learn. He clearly brought out the fact that teaching school is not an easy job. A teacher that can be frightened away from teaching school because it is hard should not teach, because she is unfit to teach. They are looking for teachers that do their work regardless of difficulties and that are not always talking about what they have to do. They are looking for teachers that are cheerful, without whims and those that look on the bright side. Last, but not least they are looking for teachers that are honest, intellectually and morally honest, those that will give the children all that is due them and will not cheat them in any way. It is the duty of the teacher to give the best that is in her, regardless of the salary she gets.

The fourth talk was on the subject of honesty in keeping contracts. He spoke feelingly on the subject of the lack of common business honesty there seemed to be among teachers. He had resented the accusation, but was forced to admit that he had had numerous experiences with teachers who broke faith and didn't even have the decency to let him know they had gone back on him. He said asking for release was an entirely different matter. He closed the series of talks by showing that, after all, honesty is at the root of all success.

Ruby Garris, '20.
Nonie Johnson, '20.

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EDITORIALS

The Senior Number

According to custom, the Seniors take possession of the Spring *Quarterly.* They have a chance of relating to others the idea they have of themselves and of showing their initiative. All of the interesting things which have occurred during their stay in the school are enumerated in any way they choose.

The girls are given their long desired opportunity of expressing themselves. The girls who have a keen sense of humor, the poets, prophets, knockers, and boosters are all given a fair chance to express themselves about their class affairs and classmates.

The girls are even given the privilege of venturing out to the sacred front pages devoted to articles, as well as taking the student editors' place in writing reviews, while the student editors are promoted to space on the editorial page.

The material used for all departments is collected and arranged by Seniors.

A person looking through the *Quarterly* casually could get an idea of the student life in the school, as the Seniors are the natural leaders.

B. F. '20.

The Health Program in the Schools

North Carolina is justly proud of the progressive health program she is carrying out in the schools of the State. The Health Work has gone far beyond the talking, theorizing stage, into actual practice, and

practice long enough for the beneficial effects to be seen in improved conditions in many places. Those portions of the State that are still behind can look to the neighboring counties for proof of the wisdom of the plan. That the State is attracting nation-wide attention is seen from the reception of Superintendent Swanson's talk at Cleveland. Whenever and wherever doctors and educators discuss what can be done in the schools for the improvement of the health of the children, North Carolina is cited as an example of the best that a state can do. The thing that remains for us to do, is to see that the program is carried out in every corner of the State.

Fire Prevention Taught Through the Schools

The educational work that has been done through the North Carolina Commission of Insurance is another work that the citizens of North Carolina, and especially educators, can take just pride in. Commissioner Young has recognized the fact that the correction of carelessness and ignorance, the causes of destruction by fire, must start in the schools. He has further recognized the fact that this is largely a matter of education, and has kept the public informed, taking great pains to inform the people of the cause, not in general, but specifically, of fires that occur in the State. In teaching civics this is an important subject. In this issue of the *Quarterly* is published as an article a paper written by one of the Seniors, originally written for class work, and is one of a series on community topics that should be taught.

The Benefits to Those Making the Survey

The teachers of the Training School have had charge of the survey made in Pitt County, one of the four counties chosen as representative counties for the State survey. It has undoubtedly been of great value to the individual teachers who went into the schools, seeing school after school of the various types, and thus it has benefited the school. It is not what the children wrote, not the actual test; that is being checked up in another way. But the teachers from this school, whose sole business is teaching girls how to teach, fitting them for these same schools, had the opportunity of dropping into a school while the children were at their accustomed daily tasks working in the way they work every day. The atmosphere of the schools, the habits of work, or the lack of work, could be seen and felt. The way the children responded to the tests spoke much for the work of the teacher. A collec-

tion of comments and experiences would make an interesting volume to keep on the reference shelves for those who think they know the schools of the State.

"She is a teacher who grows constantly, and has been growing ever since she left school; she has more than made good," was the answer a superintendent gave in response to a question asked about one of the graduates of this school. Can that be said of all? "Those folks in that neighborhood will do anything she wants them to do; she has pulled that little one-teacher school up so that there's a chance to pull other one-teacher schools to that and make one good three-teacher school there next year." Is that you?

The Reviews

Special attention is called to the Department of Reviews in this number. The members of the Senior Class who wished to write reviews were allowed to do so. A number of bulletins, magazines and papers were put into their hands and they selected the things that appealed to them, those that they believed people would wish to know about. It is for the reader to judge whether they chose well or not. More space than usual is given to this department because they found more interesting things to comment on.

When Judge Ben Lindsey and Congressman Upshaw came into the school in one week, that is indeed a red letter week. The message from each one is given elsewhere.

The Work of the Y. W. in Our School

'Tis hard to say just exactly what the Y. W. C. A. does mean to each individual in this school, for it works around in such a way that we little realize that it is the Y. W. that is helping us.

The big objective of the first association was the development of true Christian character. We have tried to have this as the objective of our association. As we look back over the year's work we ask ourselves, "Have we lived a more Christian life? Have we developed our character to this end?"

There is first, last and always but one way to accomplish this end. Character is a matter of contagion. No one ever attained to the ideal when dwelling alone. Even Robinson Crusoe on his island had his man Friday. A great traveler once declared, "I am a part of all whom I have met." In our vesper services we have had worthy leaders to lead us; in our Friday evening services we have given and taken from

each other, and more than all, in our every day life we have had worthy examples before us.

We all recognize that the religious meeting is the central necessity for the maintenance of the spiritual vitalities of our organization. We all recognize the absolute need of united worship in the presence of the eternal God. We all crave fellowship with others of like purpose and ideals; we all long for help and guidance and inspiration in the way of life. The need for worship, for fellowship, for inspiration—all this and more, the Church seeks to bring to the family, to men and women and little children who gather within its hallowed portals. This the association can never do, nor would it try by any pretext to supply the need which the Church only can supply. But it does help to bring the girls in their school life when temptations peculiar to student life come to them, nearer to the Church. To the girl struggling amid these temptations, to the girl to whom God appears a far off being, there comes a new impulse to press forward when she finds other girls with like perplexities, not yet made perfect, but striving for the prize of the high calling of God in Jesus Christ. There are countless girls who have grown indifferent to the Church's claim or have never even heard its call, with whom the association comes into almost daily contact. All the days the seeds are sown, and where they take root the struggling plants are watered and nourished till the day comes when the harvest may be garnered for the Church of Christ. So through regular services and special meetings, through the united prayers and consecrated effort of all who have part in the work, the association seeks to deepen the sense of reverence, to arouse and direct passion for service, to infuse with fresh motive the daily way of life; and with this end always in view, it speaks to many girls in a more familiar language.

While paying a great deal of attention to the moral or religious side of life the association does not neglect the social side. The first Saturday night in the fall after we get here, the Y. W. C. A. gives a little informal party which starts the wheel to rolling in getting the girls acquainted. Then at regular intervals during the year the social committee provides for the various social functions. In the spring the girls take great delight in going on the Y. W. picnic which is an all day affair held down the river.

Thus we see the Y. W. C. A. has a deep root in the lives of many girls. They go away from the school with a lasting feeling of gratitude to the association that has meant much to the beginning of their lives.

E. M.

DEPARTMENT OF SUGGESTIONS

There are few suggestions this time because the regular practice-teaching in the Model School was interrupted during the late winter and early spring because of quarantine and therefore the student-teachers did not have the usual amount of plans and suggestions for the editors to draw on, and the work they did later came too late to get in this number. It has been the policy of the magazine to use as a rule only what has been tried out.—Ed.

The Health Crusade in the Model School

The Model School is taking an active part in the Modern Health crusade which is being carried on by the Red Cross.

This crusade lasts fifteen weeks. At the beginning of this campaign those wishing to become a Modern Health Crusader promised to observe carefully eleven ordinary health chores.

1. I washed my hands before each meal today.
2. I washed not only my face but my ears and neck and I cleaned my finger nails today.
3. I kept fingers, pencils and everything likely to be unclean or injurious out of my mouth and nose.
4. I brushed my teeth thoroughly after breakfast and after the evening meal today.
5. I took ten or more slow, deep breaths of fresh air today. I was careful to protect others if I spit, coughed or sneezed.
6. I played outdoors or with windows open more than thirty minutes today.
7. I was in bed ten hours or more last night and kept my windows open.
8. I drank four glasses of water, including a drink before each meal, and drank no tea, coffee, nor other injurious drinks today.
9. I tried to eat wholesome food and to eat slowly. I went to toilet at my regular time.
10. I tried hard today to sit up and stand up straight; to keep neat, cheerful and clean minded; and to be helpful to others.
11. I took a full bath on each of the days of the week that are checked (x).

The crusaders work first to qualify and at the end of two weeks they also receive a certificate of enrollment and the title of "Page in Health Knighthood" if they have done at least 54 chores, 75 per cent of the 72, in each of the two weeks. To rise to higher ranks and

to be entitled to wear the different badges, they must do at least 54 chores each week for the following number of weeks:

For Squire, 3 weeks after becoming a page, a total of 5 weeks.

For Knight, 5 weeks after becoming Squire, a total of 10 weeks.

For Knight Banneret, 5 weeks after becoming Knight, a total of 15 weeks.

There was a great deal of rivalry among the different grades to see who was the first to win the banner. The third grade won the banner at the end of the two weeks for having the most pages. They were very proud of this and were allowed to march through the building with the banner. The fourth grade was given the banner for having more Squires than any other grade. Each grade is striving to win the banner at the end so they can keep it. Each grade has a wall chart with the Crusaders' names on it, and as they advance from Page to Knight, Squire and Knight Banneret, their names are starred.

To get the children interested, stories about the knights of old were read or told, such as Cedric, Sir Roland and Van Dyke's "Blue Flower." One child asked if he had to kill dragons as they did long ago before becoming knights.

This crusade has done a great deal toward forming better habits among the children. On the whole, their general appearance is much better. The every day health rules are no longer drudgery to them.

MILDRED MCGOWAN, '20.

Observation of Teaching a Poem

I saw the poem "Beth Gelert" taught in the fourth grade in such a way that the children were led into the mood of the poem so that they caught the deeper meaning of both the story and the poem. This is a poem that has difficulties because of its changing moods so that it requires skilful handling for the pupils to get the spirit and setting of the story, and the teacher is too apt to be contented with teaching the story merely.

The approach to this poem depends entirely on the background the children have had. Whatever they had had that could help them picture a setting for the poem was recalled. Countries that loved hunting were mentioned.

The children were asked questions about Scotland and especially about the sports of the country. This brought out the hunt and the things necessary for the hunt, *hounds, horn* and *booty,* all of which were used in the poem.

With this short but important introduction, the children were prepared for the poem, because they were in a mood to appreciate it. The teacher read the poem as a whole to the class, letting them enjoy it the best they could without stopping to question. The children followed the story well, but also followed the feeling or mood, living through the emotional experience.

One child was then asked to tell the story. It was told crudely but as well as could be expected after having heard it read only once. The teacher then read parts and developed it as she came to these parts. In reading these sections she gave the class definite things to look for. The story was organized around the hunter's changes of feeling. The children were asked to raise their hands when they thought there was a change in his feeling and as the children recognized these changes the teacher would pause and ask what the hunter's feeling was, why there was a change and to tell the meaning of the word that described his feeling. Then without the book the class gave an oral review of the story developing it as before by the changes in the man's feeling; these were *happiness,* then *anxiety,* then *unhappiness,* then a feeling of *horror,* then of *anger,* then of anger which turned to *vengefulness* and again a feeling of *joy,* which quickly changed to *sorrow.*

The whys of these changes were thoroughly understood by the class and by this method of developing the poem it was well organized in each child's mind and they seemed both to enjoy and appreciate the poem.

HELEN STEWART, '20.

Teaching Biographical Sketches

Fully realizing that biography in literature is used solely for the purpose of increasing interest in a man's works, we have used in the fourth grade two of the sketches in Practical English. We have not, however, left any idea that we were merely getting facts about a man.

My object in teaching in the fourth grade, the lives of Andersen and Longfellow and some of their works was to get the children interested in the men who wrote stories and poems they like, and to lead them to want other stories and poems written by these men.

In teaching the life of Hans Christian Andersen I used the sketch as given in Practical English, Book I, but before this I told the story of "The Tin Soldier," and let them know it was by Andersen. From this I led them to talk about other stories and who wrote them, until they wanted to know about the man who wrote the story I told. After they were interested I told them another story, "The Ugly Duckling."

Some of the children had already read this but were interested in hearing it again. I then had them to find some interesting stories by Andersen that they would like to tell to the class. They brought in quite a number.

The next day we studied the life of Andersen in the text book. The children were very much interested in this life and seemed anxious to learn all they could about him. I had the children tell what they thought the parts of the story of Andersen should be named and as a result we had the following outline:

1. Andersen's early life.
2. He moves to Copenhagen.
3. What he did in Copenhagen.
4. The stories he wrote.
5. His old age and death.

There was just enough time left to hear one of the stories that they had selected to bring in. They chose "The Little Match Girl."

To get a review of Andersen and his stories, I asked the children if they would like to write a letter to Sam Underwood, one of their absent schoolmates, and tell him what they had learned about Andersen and his stories during the week. They were to choose the best letter to send to Sam.

After a discussion of what they would write, what they would put in each paragraph, and how they should begin and end their letters, they began to write. These letters were finished at home and brought to class the next day. Those that wanted to read their letters to the class did so. These were discussed, compared and voted on. Van Staton's was selected and this was mailed to Sam.

In ordering some story books a week or two later, the children were voting on what books they should order. One book that received a large majority of votes was "Andersen's Fairy Tales." This was proof of their continued interest.

There is also a brief but excellent sketch of Longfellow's life in the same textbook and also several of his poems, most of which the children had already studied.

On the first day in the study of Longfellow we took up "The Children's Hour," a poem that tells us a little of Longfellow's home life, while in Cambridge, Massachusetts. The children were asked to choose the stanza that they liked best and read it to the class. They evidently liked the entire poem, for every stanza in it was chosen at least once.

After a discussion of this poem by the class and the re-reading of the entire poem to them, we opened our books and began the study of

"The Life of Longfellow." The children were naturally more interested in his boyhood days, and especially in where he spent them, than in any other part of his life.

The children seemed interested in telling of the poems by Longfellow and which they liked best of those that they already knew. They talked about why and when they thought he wrote those particular poems.

On the second day I read them "The Birds of Killingsworth." It took the entire period to read and discuss this poem. As an assignment I told each of them to find a poem by Longfellow they would like to read to the class and on the next day so many poems had been selected that we didn't have time to read them all. Each child told why he liked the poem that he had chosen and compared it with the others that were read on class.

The last day I had them write a story about Longfellow and his poems. As an incentive for writing this story they were told to see if they could write better stories than the sixth grade children could. The sixth grade teacher was to be the judge. They began their stories on class and finished them for the next day. Some of these stories were very good ones.

I gave the fourth grade children only two poems for careful study but they read many more on class. Some of them were:

"The Wreck of the Hesperus."
"The Village Blacksmith."
"The Windmill."
"The Song and the Arrow."
"Footsteps of Angels."
"To Stay at Home is Best," and parts of "Hiawatha."

The children are now interested in the men who wrote the stories and poems they read.

ZELMA WESTER, '20,

Using Pictures to Teach Descriptive Adjectives

In reviewing adjectives in the seventh grade in the Model School, I asked the children to find pictures in magazines that they could describe, and paste them on sheets of drawing paper, and write underneath the picture all the adjectives that they could find that would describe these pictures. I got excellent results from this because the children were intensely interested. With the exception of a few the pictures were good ones for descriptions. It was startling how very skillful the children were in the selection of their pictures. I asked

them if they wouldn't like to write a description of the picture the next day using all the descriptive words possible. They were all very eager to do this, and the next day I got some interesting stories that were full of descriptive words, and that would have been a credit to a higher grade.

I took two days to have them revised and rewritten, and when these were finished they were really good. I posted the best descriptions. The other children asked to rewrite theirs so they could have theirs posted also. When I had finished with adjectives I had on exhibit a poster and a paper from every child in the room. And I think they had a very clear conception of what a descriptive adjective is and how to use it.

ROLAND MARTIN, '20.

Writing of a Play in Fifth Grade

The children of the fifth grade of the Model School were accustomed to dramatizing stories but they had never tried to write a play, therefore we decided to have them write one. The purpose of this work was to teach the children how a play was written, how the action of a play was divided into scenes and how to arrange dialogue.

In the Aldine Language Book II, I found a short story, "The Two Merchants," with a few hints as to the writing of a play. As this was short and easy, with few characters and simple plot, we decided to use it.

The first thing we did was to make an outline of the story. From all of the outlines we selected the best and had it written on the board. We divided the story into three big topics, the children giving a name to each topic. The pupils were divided into three groups, each group writing a scene. From each group the best scenes were selected and written on the board. The correct punctuation was required.

The pupils were very much interested in this play and they at once asked if they might play it. They picked out the pupils that were best suited to play the parts and the other pupils enjoyed being the audience. In this play there was an excellent opportunity for self-expression, definite sentences and correct use of the quotation marks.

VERA WOOTEN, '20.

Correlated Nature Study

Children in the primary grades can easily be led in many ways to observe and love nature. This can be done through the different subjects as well as by teaching Nature Study directly. Geography work in the primary grades is largely nature work. Drawing, handwork,

stories, songs, games and much of the language work can be based on nature work. A good means of teaching it directly is by a study of the farm in spring and the farm in fall.

In order to get the children ready to feel and see nature as it appears before them, they may be taken out of doors to watch the buds on the trees, the birds, the grass, and flowers, which give us signs that spring is present. They should know something of the flowers which they see almost every day, such as tulips, pansies and nasturtiums, The children will be interested in the study of birds and they should be able to name and recognize the common ones that are in the community. They should notice the difference between their dress in the spring and fall, and also know when the different birds return, and see how and where they build their nests. They will be interested in seeing how they care for their little ones. A chart may be kept of the different birds in the community.

Attention can be called to the changing season by letting the children tell about what their mothers and fathers do. They may tell about the spring house-cleaning and the making of new clothes.

Early in the spring they can be led into a study of the things that grow on the farm. The children in the country may tell how their fathers prepare for planting. The town children may name some of the things that a farmer raises to eat, such as potatoes, corn, etc. Stories may be told here about planting seeds. The children would be interested in planting a real garden which may be a small plot on the school ground or a garden at home, if this is not available, a window garden, or sand table may be used in the school room. The seed must be selected and planted in this way so that the children can see the growth of seed and they will have the opportunity of watching them grow day by day.

One lesson may be devoted to the study of the things the farmer plants to feed his animals on (pictures may be helpful here). After they have talked about the food crops something should be said about the money crops that grow on the farm, such as cotton, tobacco, etc. Each may be worked out fully if desired. A sandtable can be worked out with the children, representing the farm in the spring. This will appeal to that instinct of the child which causes him to love handwork.

After the farm has been completed the children may make up original stories about the things on the farm. Each child may tell as much about each product as he can. If one can tell about cotton from the time it is planted until it is made into cloth, let him do so.

Direct nature study can begin again at the opening of school in the

fall and go throughout the year, according to the seasons. In the fall the children's attention should be called to the changes in the seasons.

Some suggestions as to how to do this may not be out of place. Questions can be asked children living in the country that will bring out what the different members of their families do in preparing for winter as: Mother cans, dries and preserves fruits and vegetables for winter. Father and brothers harvest the crops, store the food away in the cellar and get in the winter's supply of wood. The children can also tell what they do to help their mothers and fathers.

In connection with the geography work observations may be made of the weather. The children can easily understand why the birds go south, the squirrels store up food, the animals put on thicker coats of fur, the leaves fall and what the insects do in preparing for winter. They will discover that the days are growing shorter and colder and that winter with Jack Frost will soon be here. They will be interested in the work of Jack Frost which is to kill plants, open nuts, paint pictures on the window panes, etc.

A weather chart should be kept. This chart should be kept on a large piece of pasteboard so the weather in the fall can be compared with the weather in the spring. The observations should be made at the same time each day.

In connection with the weather observations the work of the wind should be taught as: the wind plays with the leaves and covers the ground with them to help keep the roots and seeds warm. It gets the trees ready for winter, tells the birds winter is coming, blows nuts and fruits from the trees, flies kites, turns windmills, etc. The directions of the winds should be taught.

The uses of ice and snow could be correlated with the study of Eskimo life. It could be connected with the hygiene work by deciding the way children should dress in winter, especially when out in the fresh air.

Talking about nature is not nature study. One needs to get out and see nature face to face. The children should be taken on excursions in order that their attention can be called to the autumn colors, especially the fields, leaves, flowers, trees and birds. They should discover why nature changes its dress in the fall.

A careful study may be made of the leaves in the fall. Why they fall from the trees and their uses should be emphasized, as: they catch rain and hold it before it reaches the earth; they make a carpet for the earth which keeps it from freezing very deeply and cover the seeds, roots and grasses during the cold weather. It would be interesting to keep a chart of the leaves, grouping them according to the color of

their dresses. By comparison show that leaves are to trees what lungs are to people. This can be correlated with hygiene work.

Small plants as the dandelion, thistle, Spanish needle, poor man's patches, etc., should be studied. The way different seeds travel and the way they are protected by nature should be brought out. The children will discover what would happen if all the seeds drop to the ground and remained around the mother plant.

Both wild and cultivated flowers may be studied as in the spring. Interesting comparisons can be made. A few flowers should be studied in detail, then others can be compared with them. Many interesting games about flowers can be played during the language period. Attractive borders for the blackboard could be made by the children.

Some time should be devoted to the study of weeds, since they crowd out the grass and useful plants and rob them of sunshine. This work should be taught so the children will easily see why and when the farmer should destroy the weeds on his farm.

The study of trees can be made very interesting to children. (They will enjoy stories about seeds that have been planted and become tall trees.) The uses of the trees should be emphasized as: They furnish fruit, fuel, lumber, medicine and homes for men, birds and insects. The children will see that they should be willing to cultivate, protect and love trees for their beauty, if for no other reason. Some definite trees may be selected for study, and the changes in these trees be observed from season to season. Interesting language games can be based on trees.

The children should study and observe insects in the fall in order that they may see how they prepare for the winter. They should discover where the eggs are deposited and see what happens to them in the spring.

In the children's observations of birds in the fall, they should discover when they leave, why they leave and where they go. They should know the birds that remain during the winter.

When spring rolls around again the children will be more interested in the planting of the seeds because they will have the seeds which they have collected in their nature work in the fall.

Any teacher can find many songs, stories and poems that will correlate with the nature work which will cause the children to be more interested in nature. Dramatization and original stories furnish an excellent opportunity for initiative and appeal to the play instinct of the child and at the same time his love for nature has been deepened. Hygiene, handwork and spelling can also be easily correlated with this work.

JANIE TYSON, '20.
ETHEL SOUTHERLAND, '20.

"Kit" and "Kat"

(This is taken from the *Training School News,* a paper published by the pupils of the Demonstration School of the Georgia State Normal, at Valdosta. Miss Barrett, formerly teacher in this school is teacher of Primary Methods there.)

(The play, "Kit and Kat," is the result, in part of the study of Holland by the sixth grade. It was written as a class problem, based upon their reading of the "Dutch Twins," by Perkins. They gave it later in assembly and combined with it reports of the soil, climate, industries, cities and customs of the people of Holland. The program was worked out under the practice teachers, Misses Ingram and Rizer.)

Time: One Sunday morning.

Place: Home of Kit and Kat.

Characters: Twins, "Kit" and "Kat," Vrouw Vedder and Father Vedder.

ACT 1—SCENE I

Father Vedder: (lighting his pipe) "If there are anywhere about here two children who want to go to church, they had better tumble out of bed and get dressed and eat their breakfast."

(Kit and Kat tumble out of their cupboard; Vrouw Vedder turning the twins around slowly to see that they are all right.)

Vrouw Vedder: "See that you behave well in church and do not take your eyes off the Domine and do not whisper."

Kit and Kat: "Yes, mother."

Vrouw Vedder: "Now here is a bowl of milk and bread for each of you. Now do not spill milk on your Sunday clothes."

Father Vedder: "While you are eating your breakfast I will go and feed the ducks, chickens, pigs and geese."

Father Vedder: (comes in) "Are your ready?"

Kit: (with a mouthful) "No, father."

(Kit spills milk on his blouse.)

Mother Vedder: "Kit, use your manners and don't talk with your mouth full."

Father Vedder: "Come now, let's go; we shall be late if you don't hurry."

Mother Vedder: "Good-bye children, and remember what I told you."

SCENE II

Time: 11:15 o'clock.

Place: On the way to church.

Characters: Kit and Kat, Grandmother, Grandfather, Domine, Father Vedder.

Kat: "Father, why is it that we have windmills?"

Father Vedder: "A little Dutch girl like you not to know the use of windmills! Why, the water in the fields is pumped out by them. If it were not for them we could not have gardens."

Kat: "Is it the wind that pumps the water?"

Father Vedder: "Goosey girl! Of course it does; and more than that it grinds the grain. And if it were not for them who knows but what the water might get the best of us?"

Kit: "Then we'd all be drowned, wouldn't we?"

Father Vedder: "We will be safe as long as the dykes last, but one small leak can let in lots of water."

Kat: "Oh dear, what a leaky country!"

Father Vedder: "It's a nip and tuck between wind and water in Holland. It is a good land that we live in and we should be thankful for it. See the rich green meadows over there, with the cows grazing in them. Our cows in Holland give more milk than any other cows in the whole world."

Kat: "That's what mother says."

Father Vedder: "Our butter and cheese are famous everywhere."

Kit: (rubs his stomach) "Wish I had some now. Yum! yum!"

Father Vedder: "Our gardens are the finest in the world."

Kit: "Isn't ours one of the best gardens in Holland, father?"

Father Vedder: "Really no one can raise better cabbage, onions and carrots than I can."

Kit: "Isn't Holland the greatest country in the world, father?"

Father Vedder: "Well, perhaps not in size. But in pluck my boy, Holland is sometimes called the 'Land of Pluck.'"

Kat: "I don't see why. I'm Dutch and I'se 'fraid o' lots o' sings. Spiders, an' mad geese an' falling in the water and—"

Kit: "Humph! You're a girl if you are Dutch. Boys are always pluckier than girls. Ain't they, father?"

Father Vedder: "People who boast are never really plucky."

(Kit looks the other way and digs the toe of his shoe in the dirt.)

Kat: (snugs up to her father) "Humph! goody! So there, Kit."

Kit: "How did pluck come to make Holland?"

Father Vedder: "At first there wasn't any Holland. Then people built walls of dirt around these flats and pumped out the water and after all that work we have our rich fields."

Kat: "Oh! Is it pluck that keeps them?"

Father Vedder: "Yes. And all hours of the day the dykes have to be watched and mended when a leak is found. If Holland should grow lazy we would all soon be back in the Zuyder Zee. That is all my sermon today."

Kat: "Humph, that's a better sermon than the Domine will ever preach."

Father Vedder: "Tut! tut! Why Kat, you must never say such things. Come, let us walk faster or we will be late. Here comes the Domine so mind your manners."

(In walks the Domine and lays his hand on Kit's head.)

Domine: "Good morning, my children."

Kit: "Father, why doesn't he come to see us again? I like to have him to come to our house."

Father Vedder: "My son, I am glad to see you love your pastor."

Kat: "Really, I don't like him so very much because we have to recite the catechism and be washed and mind all our manners. But mother always has good things to eat, doesn't she, Kit? Cakes, preserves and everything."

Kat: "I'd like it fine if I didn't have to recite the catechism."

Father Vedder: "Good boys and girls always learn the catechism. Now here is a penny for each of you to put in the bag."

(They meet Grandmother and Grandfather)

Kit and Kat: "Hello, grandmother."

Grandmother: "Hello, children."

Kit: "Sniff, sniff; Kat I smell something that smells like mints."

(They walk in church.)

SCENE III

Time: 11:30.

Place: In church.

Characters: Domine, Kit and Kat, Grandmother, Congregation.

Kit: "Kat, don't forget the mints. Grandmother will give us one if we be good."

Kat: "Humph! My mind has been on 'em every since I smelled them."

Grandmother: "Be quiet, children, and look straight ahead of you."

(Kit and Kat fell asleep on grandmother's shoulders; then grandmother fell asleep.)

Domine: "We will all sing our national hymn."

(Grandmother arose quickly so no one could tell she had been asleep. Kit and Kat bumped their heads.)

Kit and Kat: "Oh!"

(Kat begins to cry.)

Grandmother: "Sh! sh! Here is a peppermint."

(She put a peppermint in the bag instead of the money.)

(All leave the church.)

SCENE IV.

Time: After church.

Place: Outside of the church.

Characters: Kit and Kat, Grandmother, Grandfather, Father Ved der.

Twins: (jumping up and down) "Oh, won't it be fine? Grandfather, may we go with you in the morning to carry the milk?"

Grandfather: "Yes."

Kat: "Goodness, but I wish tomorrow would come right away!"

REVIEWS

The *School Life* for March 15, 1920, is devoted to reports of the meeting of the *Department of Superintendence* of the National Education Association, held in Cleveland, on February 29-March 4. There are so many of these organizations that one can see that every phase of education gets careful consideration. The mere names of these indicate this. Among these half-hundred organizations we notice: *The American Home Economics Association, School Garden Association, The National Council of Teachers of English, American School Hygiene Association, and National Council of Primary Education;* and this is only a start.

The outstanding features of this meeting are given by J. W. Crabtree, Secretary of the N. E. A., as follows:

1. In every section, department or other group meeting there was a very definite attempt to outline programs of practice instead of merely to discuss educational theory.

2. Throughout the entire meeting there was a very definite recognition of the community and nation-wide need to increase teachers' salaries and to improve teachers professionally, not from the standpoint of teachers merely, but from the standpoint of a democracy which must rely on education to train its citizenship.

3. A very definite and clear-cut recognition of the need for a Federal department of education and for Federal appropriation as provided in the Smith-Towner Bill.

4. The definite recognition of the need for a complete program of physical and health education and well-being as inclusive of the best that is implied in military training and personal and community hygiene and sanitation.

5. A distinctive tendency to support a permanent nation-wide program of Americanization under the direction of trained educators instead of politicians.

6. A definite recognition of the immediate need for greater democracy in school management, for wise teacher participation in school government, and for a democratic reorganization of the department itself.

7. The very definite recognition of the educational value of out-of-school organizations, such as the Boy Scouts, the Girl Scouts, Camp Fire Girls, Junior Red Cross, National Geographic Society, Community Center Organizations, and the School Garden Association.

8. A definite recognition of the educational value of all forms of visual education, including objects, slides, laboratory experiments, and moving picture films.

9. A general recognition of the need to refine greatly our present available tests in subject matter and in intelligence, with a growing appreciation of the educational value of the plan underlying the Army, trade, and intelligence tests.

10. The growing recognition of the necessity for nation-wide organization of teachers.

In the reports of the *National School Department,* special attention was given to child hygiene and public health. Superintendent H. G. Swanson, a member of the faculty of this school, was one of the leading speakers on this subject and attracted a great deal of attention to North Carolina by telling of the progressive health program this State has in connection with public schools.

The department of rural education gave their attention to the standardization of rural schools and the direction of rural education by State offices. The rural normal group gave chief attention to the question of coöperation between the rural school and State Federal extension agencies. Two additional sections, one on the rural high school and another on community-center activities in the rural school, were requested and will be provided in next year's program.

It was found in the *Council of Normal School Presidents* that the enrollment in normal schools had diminished since 1916 so that the number of graduates had greatly decreased. The opinions expressed showed the necessity of encouraging young men and women to enter the teaching profession.

The *Round Table of County Superintendents* diagnosed the causes of rural teacher shortage and suggested remedies.

1. Better salaries for rural than for town teachers.
2. Better living conditions, teacherages in the case of consolidated rural schools.
3. More helpful supervision, and better equipment.
4. Rural teachers of skill, and adequate preparation encouraged to look forward to positions of larger service.
5. Good roads.
6. Elimination of the one-teacher school.

ELLEN MCIVER, '20.

Home Economics—Part of Liberal Education, is the title of a most interesting review in *School Life.*

"The general purpose of home economics education is to aid in securing and maintaining the best type of home and family life." The opening sentence is quoted from Mrs. Henrietta W. Calvin, Home Economics Specialist in the Bureau of Education.

The aims of home economics in elementary and high schools are given thus: First, preparation of the pupil for helpful and worthy membership in the present homes; second, to help the prospective woman wage-earners to be able to secure for themselves good results of their labor when they enter the professional, commercial, or industrial world; third, the training of girls who may discover within themselves special ability for those industries involved from the household; and last, to supply prevocational training for certain professions open to women.

Special training is necessary for the discharge of those duties and responsibilities of a household. The extent of duties is dependent on physical strength and mental power.

To accomplish the following results is a real aim of teaching home economics: Caring for personal belongings; sharing household tasks; maintaining sanitary surroundings; establishing good habits of hygiene and thrift and wise spending; and creating an appreciation of household occupations.

Some of the reasons for teaching home economics in the schools are: foreign parents; older members of family are not familiar with American standards; many mothers are incapable of teaching their daughters.

In an American home, it is needed because the mother has many tasks of the household and she has little time to instruct her daughters and often the child's time is spent in studying, music lessons and various recreations.

Many girls leave home on entering the wage earning occupations. If they are to continue to be efficient wage-earners they should secure from their incomes a maximum of physical welfare and a margin for saving. They need a knowledge of textile and clothing; food values and body needs; sanitation and hygiene; and they also need expeditious methods in performing the usual household tasks.

Home Economics is also prevocational for many professions which women enter. Those who need it are: nurses, dietitians, kindergarten teachers, social workers, visiting housekeepers and settlement workers.

CARRIE TEER, '20.

In the February number of *The Inter-Mountain Educator,* Margaret Craig Curran, Director of Teachers' Service Division, State Normal College, Dillon, Montana, writes a very interesting article on *What the Public Should Expect of Teachers Especially Trained for Rural Schools.*

In the article she states two problems that confront our National Government: the increasing cost of food and clothing, and the increasing drift of life from the farms into the cities.

The reason for the cost of food and clothing is largely a result of limited production, which is due to the scarcity of farm labor and farm labor is scarce because farming is not a popular occupation with young people. This brings to us the second question, "Why do people leave the farm to go to the city to live?"

One reason for this is an economic reason to which are due the uncertainty of crops, lack of coöperation in marketing, the long time that it takes for them to get their profit and the lack of steady and dependable income for them to have in order to spend money throughout the year. There are also social reasons which are, the desire for social equality, the feeling that all of culture, refinement and polish are found in the city, and advantages of Church, theatre, music and social gatherings, all of which are found in thickly populated centers.

The result of this drift to the city is an army of untrained men that are forced into the least desirable places where many of them fail economically and socially.

The only remedy is in education that will enable them to meet the needs of the people in their environment so that they may live lives that are economically, socially and morally efficient. Therefore the public should have a right to expect certain definite things from teachers.

The writer gives five of these definite demands. First, the teacher should be trained to do certain things. She should be trained to teach subjects that will function in the economic life of the community.

Second: She should take the following course: rural sociology, economics, agriculture, home economics, animal husbandry, child psychology, and organization and teaching of a country school.

Third: She should be farm minded. She should have the attitude of mind that will enable her to instill in the minds of the children the respect for farm work that will lift it above the level of commonplace drudgery. The teacher must believe in and love country life, she must have knowledge and appreciation of farm production and understand the seasonal nature of farm production.

Fourth: She must be prepared to teach the practical phases of farm life. Farmers' children are kept out of school because the farmer does

not see that days spent in school bring any economic return. Therefore, the teacher must prove the economic, social and moral efficiency of the school in the life of the community by sending out boys and girls who will succeed in the practical phases of farm life better than their parents have succeeded.

Fifth: We need leaders that have been trained to organize and conduct community enterprises in the rural community. The public demands a leader of a high type of character, high standards of living and social responsibility, and a definite program upon which to work. The community needs more social life, such as parties, social times for the young, community "sings," Sunday school and church.

Last of all the teacher should be democratic in spirit and loyal to the interest and welfare of school, community and Nation. Then it will be possible to say that country schools are efficient.

ETHEL MCARTHUR, '20.

The Educational and Vocational Training of Serbian War Orphans.

(An article by Beatrice Stevenson Stanuyovid, *Educational Foundations,* March Number).

Ever since the beginning of the war, the Serbian children have been without training or education and, with a very few exceptions, without proper food, shelter and clothing.

In 1914 Serbia was swept by typhus, which killed one-tenth of the population and left the remaining nine-tenths to wander over the country as beasts of the field. Before the outside world could come to her aid she was crushed by Germany, Austria and Bulgaria, the number of orphans being infinitely increased and life made more desperate.

The Serbian Relief Committee of America built a home of several departments at Lazaruatz for these children. In this home they are well cared for and are given training in personal habits, such as cleanliness, care of the body, clothing ad surroundings; and for the girls housekeeping and diet are added. It also provides for a proper amount of exercise and entertainment, and if no outside school is available they are given elementary instruction in common subjects. This is given in order that these children will become useful members of the community.

BONNIE MUSE, '20.

A bulletin by Miss Elizabeth Kelley, director of community schools for adults in the State, explains fully the *Community Schools in North Carolina.* Through the community schools in North Carolina illiteracy can be reduced and the illiterate is helped to realize his worth as a citizen, each in his own community, State and Nation, and as such provide means by which he may attain to the best possible citizenship. This work provides instruction in primary, intermediate and further grades for those more than fourteen years old, who for various reasons have not finished the work of the grades. Many helpful community subjects, such as community civics, health, thrift, home making, gardening, etc., may be taught.

A whole time worker should be employed, who is to be paid one-half by the State and one-half by the county. The workers should organize and direct community schools for adults in coöperation with the County Department of Education and should do actual teaching in as many centers as possible and in addition supervise the work in other community schools.

A few wide-awake teachers in each county who are teaching in regular day schools may organize community schools for adults and conduct them in connection with their day schools, giving two nights each week to the work, for which she will be paid liberally, according to enrollment and average attendance.

In order to organize a community school a survey of the community should be made to determine the number of families and members over fourteen years and about which grade in the regular school each member would be classed, also their living conditions, industrial conditions and the likes, dislikes and wants of the people.

Out of each week two nights should be planned for regular class work and one night for a program that will entertain and at the same time stress some community need such as "health," "thrift," etc. In connection with community schools, scattered adult illiterates may be taught in their homes or other convenient places. This takes care of those who cannot or will not attend school. Two dollars from the State and two dollars from county or local funds will be paid to the teacher for each illiterate who is given as much as one month's work.

As the work of teaching adult illiterates is a part of the public school system of this State, all requisitions for aid from the State fund for teaching illiterates must be approved and signed by the County Superintendent of schools. Upon the receipts of satisfactory reports of at least one month, together with requisition for and from the County Superintendent, a warrant for the State's part of the teacher's salary

will be made and mailed to the teacher through the County Superintendent's office.

Free phamphlets for beginners in reading, writing and arithmetic will be furnished by the State Department of Education upon application of any teacher stating the number needed. All necessary report blanks are furnished free and may be secured at the county superintendent's office or by making direct application to the State Department of Education.

An outline of the bulletin was given in the *School News* of December 15, 1919.

FRANCES WALKER, '20.

Making the Schoolhouse Serve the Community.

(An article from *The School News and Practical Educator, Taylorsville, Ill.*)

Not every town or community is ready for or can afford a community house, but every town or community has at least a schoolhouse which can be used to serve many purposes of the community. It can be used for group gatherings as well as for the entire community gathering.

There is a chance that the people of the community or town will be interested in a talk or something given by one of their own members. They will be in sympathy with him, and the more sympathetic they are in their attitude towards interests other than their own the more entertaining the world becomes. As it takes all kinds of people to make a town or community, the conclusion is reached that by coming together an amazing amount of interesting things develop.

Every kind of entertainment can be given in the schoolhouse—choral singing, concerts, festivals, lantern slides, minstrels, pageants, lectures, basket-ball, bag punching, ball games, boxing drills, folk dancing, gymnastic competitions, wrestling, miscellaneous games, and other kinds of sports or entertainments. The schoolhouse may also be used for a place for club and society meetings.

Certainly the movement means more recreation and more community hospitality, which, in turn, means more health and joy in living for all whose lives are touched.

MARY BATTS, '20.

Garden Army Number of School Life.

The *School Life* for February is a very interesting garden army number. The plans for 1920 are set forth on the first page. As the needs are greater now than during the war the officers of the United States School Army have made plans to make the summer of 1920

surpass any other in home gardens in amount of land cultivated, in products harvested, and in interest aroused in everything that comes from healthful work on the soil.

In an editorial the values of gardening are given. Unlike most school subjects, school supervised gardening is one subject of which the money value may be computed. The net average money return per child in various cities and towns ranges from a few dollars to $40 or $50. There is a gradual increase in the return per child where gardening has been conducted before as a school subject in a city.

The average citizen who sees only a small part of the work may consider the results petty. When a net average return of $18 is multiplied by six or seven millions of city and town children the total sum is beyond belief.

Surveys and studies have been made of delinquency, truancy and other offenses of children against law and order. It was found that a much larger number of children who commit these offenses are children who live in towns and cities. Few of these children have gardens to work in, and instead of working at something useful they are stealing or damaging property in some way. From the statistics taken in these surveys it is evident that a child working in his garden is not liable to commit offenses.

The motto of the garden army is "A garden for every child; every child in a garden." And this can only be realized when gardening becomes a definite part of school work.

In this number of *School Life* are pictures of children working in gardens, exhibits, pageants and plans for school gardens. It has reports of the work from various parts of the Nation.

GRACE CLONINGER, '20.

The Federal Executive Departments as Sources of Information for Libraries, Bureau of Education, Bulletin No. 74, 1919.

In this bulletin information is given concerning each of the executive departments. This information will be of inestimable value for teachers and librarians. Each of the Executives has a direct message.

Woodrow Wilson, as the Chief Executive, says:

"The help you gave the Government during the war in placing before millions of people authentic Government messages warrants the publication of a bulletin, which may serve as a guide to information that the Federal Government is ready to place at your disposal."

Librarian of Library of Congress says:

"At all times and in all relations, consider that you have a part

interest in a library which is maintained by the United States as a whole for service truly national."

Secretary of State says:

"It is necessary that the complex machinery of the State Department should be well understood in order that its operation for the advancement of our national interest may be intelligently appreciated and supported by our people."

Attorney-General says:

"There was never a time in the history of the Republic when it was more important that the people lend their loyal support to the Federal laws. The librarians can do much in disseminating such sentiments among the people, by placing before the reading people the basic principles of government and the activities of the Department of Justice in enforcing the Federal statutes."

Secretary of the Interior says:

"During the period of active warfare you gave timely and telling publicity to information which the people of this country needed. In this period of readjustment and in the period of peace to follow, a still greater task is yours, that of placing before your communities the news of what our Government is doing."

ALUMNAE DEPARTMENT

Mary Hart, '18, is now principal of the Patrick School, in Durham County, instead of being simply a teacher. While she was at home during the suspension because of influenza the principal resigned and the position of principal was offered her with a considerable increase of salary. This is abundant proof of her success.

Julia Rankin, '16, recently renewed her subscription to the *Quarterly* and wrote interestingly of her experiences. At present she is at her home near Greensboro recuperating from influenza. She is one of those who deserted the teaching profession because she could get an "all the year round job" paying each month just twice as much as she was getting teaching. She took a business course and for some time worked in the offices of the ship yards at Jacksonville, Fla., as comptometer operator. She then worked in an office in Greensboro until she stopped because of influenza. She gave interesting reports of Mrs. Mary Rankin Blue, her sister, who had charge of the dining-room here. Mrs. Blue, she says, thinks the universe is wrapped up in her home, husband and baby. Julia is enthusiastic over the Woman Suffrage victory.

Mary Newby White is enjoying her work in the Rich Square School. Effie Baugham, '17, is teaching there also.

Ruth Fenton, '18, reports a fine year of teaching, with the exception of the time when her school near Mebane was suspended because of influenza. She says she had twelve little beginners, an interesting bunch. She expects to continue the coaching she has been doing each summer in the North. She has pleasant work near the ocean.

Ethel Stanfield, '18, is again teaching in Mebane.

The report comes that Marie Worsley, '19, is making a great success as principal of Otter's Creek, Edgecombe County. The people of the community are very enthusiastic over the school and hope for her return next year.

Matt. H. Phillips, who married Josephine Little, '13, of Greenville, died suddenly on the morning of March 7. Mr. Phillips had charge of an automobile supply station in Greenville. They had moved into their new home only two days before his death. There is one child.

The news comes from Oriental that the people are delighted at the attention their children are getting with Vera Bennett, '19, as their teacher.

Nell Pender, '11, was married in April to Mr. Andrew J. Moore, the assistant cashier of the Greenville Banking and Trust Company.

Esther Brown, '15, was married recently to Mr. E. O. Spencer, of Swan Quarter. She continues teaching.

Blanche Kilpatrick, '19, was married in March to Mr. William Penn Lane, Jr. She is living at Fort Barnwell.

Rosa Forbes, '19, was married in April to Mr. Frank Whitehurst.

Kate Tillery, '16, is now Mrs. William Quinerly.

Ada Credle, '17, was recently married to Mr. May.

Mattie Cox, '14, has a position in the bank in Goldsboro.

Nellie Dunn, '16, who teaches the third grade in the Washington School recently spent the day observing at the Model School.

We have heard good reports of the girls at Bethel—Blanche Atwater, Helen McLawhorn and Gladys Nelson.

Lou Ellen and Norma Dupree were recently here with two of Norma's music pupils, who entered the State Musical Contest.

A great many of the alumnæ were here at the Senior Opera. It was impossible to see them all, but we give a list of those seen: Ruth Hooks, Zelota Cobb, Emma Cobb, Laura Newton, Fannie Mae Finch Bunn (and Mr. Bunn) Helen McLawhorn, Bess Tillitt, Willie Wilson, Sadie Thompson, Fannie Bishop, Reba Everett, Camille Robinson, Martha Mercer, Flora Barnes, Ferol Little, Mrs. Joe Harper (Susie Barnes), Mrs. Roy Davenport (Elizabeth Speir).

Willie Jackson, '18, had to give up her position in Elizabeth City on account of serious illness. She is now at home convalescent.

Blanche Satterthwaite, '17, has closed her school and returned home after a successful year.

Mrs. Alice Herring Ellsworth has a little son, William Ellsworth, born in April.

1920 Class

Gentle Reader:

You will find in the following pages our last word as a group of prospective teachers, who are in reality only school girls, before we become individual actual teachers.

Through the years we have worked and played, and the work will have opportunity to express itself in the work of the years to come. This is the last chance for an outburst into expression of the thought and feelings that have accumulated for four years, and they must get into the light of day before it is too late. Judge for yourself what manner of folk we are from what we have to say about ourselves and each other. We have no apology to offer for anything, but merely offer school girl affairs in a school girl's way.

We wish you to know that we are grateful to our class adviser, Miss Nellie Maupin, of the faculty, for special guidance, advice and help. In work and play, she has been our staunch ally, entering into our joys and sorrows with sympathy.

We realize we have made an indelible record, whatever the record may be, and that when we once get into print, this, too, becomes an indelible record. But we leave it with you to take as you choose.

Mildred McCotter,
President of the Class of 1920.

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1 and 2. Presidents of Literary Societies.
3. Class Officers.
4. Class Adviser.
5. President Athletic League.
6. Class President.
7. President Y. W. C. A.

CLASS OF 1920

Three cheers for the class of nineteen-twenty!
What have we done? Why things a-plenty;
In work for war and peace-time work
We're known as the folks who never shirk.

For shows we're famous from "A" year to "D,"
From light little farces to opera. You see
"The mascot" broke records in proceeds and house;
There wasn't room for even a mouse.

Never a class had so much geography
As this the class of nineteen-twenty;
Not even the border of the State us stop—
We're from the salty sounds to mountain top.

The war hit us hard when Juniors we came,
But once here all stayed to play the game,
Though not the largest, more Juniors came back—
We all refused to be thrown off the track.

These things we boost to stand out from the rest—
Geography, shows, war and peace-work, sticking we're best;
Three cheers for the girls who stick to the last;
Three cheers for nineteen-twenty class.

Agnes Ellis, '20,
Class Booster.

Prophetic Roll

Draw near, classmates, one and all, and look with us in our Crystal Ball. 'Tis there we'll see the future of us all and read those things which may befall.

'Tis Gay Albritton first we see. A teacher she'll be for full ten years, with an aim always exactly the same.

Dear Alston, Annie Lou. It never would do for you to be left to teach, so take our advice and find a certain fellow nice, and then you can both teach, and also preach.

Georgia Barnes, dashing, gay and loud, in China we'll see leading a crowd. The heathen Chinee she will subdue. (Can this really be true?)

Ah! Mary Batts, we see you're always as busy as a bee. On a soap box you're talking, too. There's ne'er any balking you.

Little Ruth Brown, she sighs for the town; but the country for you, so to it be true.

Now Gladys Baum, so efficient and calm, a treasurer will be; a cross old maid with thirty cats, in the Crystal Ball we see.

Madge Blackley thinks to marry soon. We'll tell you a secret—it's the eighth of June.

Marion Butler is just the same. She's living up to her last name.

Betty Bass will have her way, and her will is to work with Joe some day.

We surely know that Grace Cloninger will be a teacher in Nashville, Tennessee.

Gertrude Chamberlain, with her beguiling smile, will be so great a pleasure that "Gaston," with his way so gentle and mild, will think he has a treasure.

Ruby Daughtridge is a pearl. She'll climb every mountain in this whole wide world.

Texie Dale will win her race and be sure to take Miss Graham's place.

Now Agnes Ellis, don't regret that this your lot will be. Leader of the suffragettes is exactly what we see.

Old Thelma Elliott, strong and wise, our president will be. In the White House she will live in 1933.

Helen Elliott a page will be for the Queen of Italy.

Lila Faircloth, sweet and mild, will be a governess. She will work most all the while and never take a rest.

We now see Blanche Farabow with forty pupils, row in row.

Caroline Fitzgerald, though little is old enough, you see; she soon will marry fine and very happy be.

Irma Fuqua, so good and wise, thinks to reach Japan; but alas, we see her, "Little Vamp," dancing with every man.

Who will travel far and wide? Ruby Garris, surely, and with Janie Tyson along she will not grow so weary.

Sweet Marie Gatling, come to me. Hear this secret sweet. You'll soon meet your future man, and he'll be hard to beat.

Marguerite Hensley, so good and strong, will be a missionary; and Jimmie she will take along, and he'll not be contrary.

Orene Hollowell, who's never seen without her Bunkie dear, will lead her party far and wide and never have a fear.

Minnie Hollowell studies hard; knowledge around her is wound. A supervisor she will be in her own home town.

Now dear Rose Hooks, adventures rare must know. I see her at a fair. She's leading in a minstrel show, jazzing here and there.

Fannie Jackson, high in rank, will change her name to "Mrs. Frank."

Nonie Johnson always smiles. (This a mistake must be.) Dean at E. C. T. T. S. is what we surely see.

Glenmore Koonce, live and wide awake, we see a clownish dancer soon will make.

Ruth Loy a hair dresser will be and comb the hair for all, you see.

Now Roland Martin, you're working hard; you're selling organdie by the yard.

Edith Matthews, an editor and teacher will make, and Miss Jenkins's place she'll surely take.

As for Bonnie Muse, a husband she will choose.

Ethel McArthur soon will fade and is sure to be a crabbed old maid.

Ellen McIver, so tall and gay, will be a postmistress to her dying day.

Mildren Maupin, who's in a rush, is winning with her own dear crush.

A teacher we see for Mildred McCotter, but really we think we "hadn't oughter."

So quiet and meek is Ruby Mercer. She'll take the place of the Training School Bursar.

'Tis hard to tell for Myrtle Moore. At least we see dear friends galore.

Mildred McGowan, so quiet and meek, a stray first grade will always seek.

Janice Mizelle we surely see will a great stenographer be.

Ollie Moore, who takes much care, is sure to marry a millionaire.

We see old Geraldine Moore putting up advertisements by the score.

Alma Odom, though quite small, will a doctor be, with Frances Walker as a nurse. They happiness will see.

Virginia Pigford is going West. To reach California she'll do her best.

Annie Belle Quinerly—well—Durward or Rouse? 'tis hard to tell.

Now Martha Ratcliffe, who is so gay, her fate will be to teach. The kindergarten she will choose and will be hard to reach.

Julia Rowe, what is she at? We see that she is slim. My! my! she's taking anti-fat, and she's a teacher, oh! so prim.

Callie Ruffin you know sings well. A singer still she must be. We see her in an opera house singing with Galli Curci.

Little Ethel Southerland will be the leader of a band.

Helen Stewart, who has no fancy frill, will work so hard she'll climb up to her "Hill."

Now stately and willful Eloise Tarkenton finds naught but the stage to please.

Work on hard, dear Carrie Teer, to Africa you'll go without a fear.

Now we see Mildred Thompson, so discreet, but what will be her fate? We see her making love to Jack behind their garden gate.

Harriet Thomasson, My, what a sin! So much money for one to win.

Kathleen Vaughn we well can see will a great musician be.

Now work away, Lula Wade, as a milliner you'll be well paid.

Zelma Wester will be an heiress. She'll leave this country and go to Paris.

Alice Whitehurst as the mascot is quite the rage; she'll make her living on the stage.

Vera Wooten a professor will make somewhere in the Old North State.

Mabel Wommack, this we see, a dancing teacher gay and free.

Elmira Wommack many suitors can beguile, but in New York she'll lead the style.

Henrietta Zahnizer, who's always the same, will be sure to change her name.

Poor Minnie Love Stephens will get the "leavins."

MINNIE LOVE STEPHENS, '20.
GERTRUDE CHAMBERLAIN, '20.

Geographical Status

The class of 1920 has a specialty
We lead all others in geography
From mountain tops down to the sea,
From near Currituck 'most to Cherokee—are we!

Never before in the history of the school has there been such a "Duke's Mixture" in one class as now. There are more counties and places on the map represented here than ever before. We are widespread and very few of the girls hail from the same section of the State.

Of the girls from the East, Pitt County must be given a part alone. For Pitt County has given some wonderful contributions to the Senior class of 1920 of E. C. T. T. S. Now, little Bettina, the heroine of our opera. Is she not a good example? There are seven other girls who hail from the county of Pitt.

The four presidents in the school will prove to you that one part of our State supplies as much talent as the other.

The Poe president hails from Caswell.

Lanier's from Perquimans is just as well.

The county of Yancey gives our Y. W. president,

Our wonderful class president, of Pamlico is a resident.

A mingling of all that is best from all parts of the State is found in 1920. What we got from each other we'll take back into the State.

Madge Blackley, '20.

Klass Kalendar

Sept. 24.—Registration of Seniors, (First on roll.)

Sept. 26.—Regular work begins, (Who'll teach?)

Sept. 29.—Sections divided. D 1.—Parade of pompous, patronizing, picked pedagogies.
D 2.—The disappointed, unpicked.

Sept. 30.— D 1. First day of actual teaching, sobs and tears. D 2. sympathy and jeers.

Oct. 2—D 1. After conference on plans. Chestfallen, martyred teachers.
D 2.—Jubilant, smiling, fortunate students.

Oct. 18.—Senior class organization.

Oct. 30.—Hallowe'en entertainment given the school by the Seniors.

Nov. 7.—Seniors 100 per cent strong for Red Cross.

Nov. 11.—Annual Assembly—Celebration of "signing of Armistice" by class of 1920.

Nov. 11.—The elect for teaching in rural schools, make their first trip to Joyner School.
9:00 a. m.—Great rejoicing on part of "elect" to go to Joyner's, because of the automobile trips. Sighs of non-elect because they will miss the automobile trips.
12:30 p. m.—Elect return from Joyner's—dejected. Rejoicing on part of non-elect who escape from rural teaching.

Nov. 20.—Decision on kind of tree to be planted by class.

Nov. 24.—Thanksgiving day.
Sunrise serenade.
Puritan breakfast.
Basketball game—Defeated but not whipped.

Dec. 5.—Program arranged for tree planting as soon as tree arrives.

Dec. 17.—Date set for planting tree, but no tree, no planting.

Dec. 18.—Xmas holidays begin.

Jan. 1—Return to work.

D 1 and D 2.—Exchange places and feelings. (See above for "attitude.")

Jan. 12.—An *Opera,* "The Mascot," selected instead of "Senior play."

Jan. 17.—Class of 1920 entertain their sister class of 1922.

Jan. 18.—Y. W. C. A. vesper services led by the Seniors. Luck with us, splendid talk given by a returned missionary from India, Mr. Ranson.

Jan. 23.—Date set for planting tree. Postponed, weather too cold for "tree ceremony."

Jan. 26.—School is placed under quarantine against influenza. Practice teaching stopped. D 1.—Lonesome.

Feb. 5.—Practice teaching periods given to English and Arithmetic. We wonder why these.

Feb. 11.—Last date set for tree ceremony, postponed until next day.

Feb. 12.—Rain—Ceremony of tree postponed—tree still alive but almost dry.

Feb. 14. 3:30.—"Valentine Tea" given D 2 section by one section of the Junior cooking class.

Feb. 21.—Decision by class to wear rainbow colored organdie dresses and hats for "Class Day."

Feb. 21. 3:30.—"George Washington Tea" given D 1 section by the other section of the Junior class.

7:30—George Washington entertainment given school by Junior class.

Mar. 1.—Begin practicing twice each day for "Mascot."

Mar. 11.—Winter term exams begin. (Long faces.)

Mar. 16.—Spring term begins.

Mar. 27.—Tree planted (! !) sunshine—all fine.

Mar. 29.—Quarantine ban lifted locally, (town taken possession of.)

April 1.—Vote by school lifts quarantine entirely.

April 3-7.—Easter holidays for all save Seniors. Seniors stay here and slave for the "Mascot." (How virtuous!)

April 7.—Holidays end—other classes come trooping in looking like the morning after—Seniors fresh and self-righteous.

April 12.—Picture taking of the "Mascot." See picture elsewhere.)

Picture taking of class for *Quarterly.* (See picture elsewhere.)

"The Mascot" presented to faculty.

April 14.—" 'The Mascot,' greatest dramatic performance ever given in the history of the school" presented to the public.

April 15.—Great rejoicing caused by success of the "Mascot," especially the financial success.

April 15-19.—Five day holiday given Seniors. Little gang that stayed here busy sewing on class day dresses.

April 20.—Wild rush on copy for the Senior number of the *Quarterly*. Dates set after going to press.

May 8.—Reception given to Seniors by President and Mrs. Wright.

May 10.—Junior Reception to Seniors.

May 18.—Pageant-play and Picnic given Seniors by "B" class..

May 20-22.—Final exams.

May 24-29.—Senior vacation—hard at work completing the graduation dresses and practicing for commencement.

May 30.—Commencement begins.

June 1.—Senior class-day exercises. (Dressed up in rainbow colored organdie dresses and hats made by Seniors.)

June 2.—Graduation exercises.

June 3.—Grand finale. Summer vacation begins. What next? Jobs.

Sept. 1.—"Prospective" dropped from "teachers."

Eloise Tarkenton, '20.

Komments on the Kalendar and Other Senior Deeds

The calendar above gives an idea of what we have done in our last year's stay up here. A few of these dates stand out as red letter days in our last year at school. But there are some things that cannot be marked by a date. The first of these is the day we arrived here and registered as Seniors. The new girls looked on us as gods and sighed because they were not Seniors too. Sixty-seven of our old Junior class came back to graduate. This was almost seventy-five per cent of our Junior class, and the largest per cent of any class to come back for the Senior year. Our Junior class was the smallest the school has had in five years. Owing to the war many of the girls who graduated from high schools took government positions, or office work which affected the size of our class. Imagine then how proud we were that almost every member of our Junior class came back and were joined by two new ones.

As Seniors we had the privilege of organizing our class in two weeks after arriving here. We elected Mildred McCotter president and we could not have done better if we had searched among a thousand girls.

Then came real work. We were divided into teaching sections and you can imagine how anxious we were to know which section we were in, the one to teach before Christmas or the one to teach after. But the

real thrill came when we went down to the Model School to teach our first lessons. How carefully we had memorized our lesson plans the night before. Will any one of them forget how weak she felt when her time came to get up before the class? Our nervousness soon wore off, but the thrill and romance remained and kept us in a constant state of intense interest that absorbed us utterly.

Right after Christmas we met to decide on the great event of our Senior year, the Senior Play. Every class before us had given a play, so we decided to give an opera. Miss Muffly agreed to coach us. Oh, how we worked! We had the loyal support of every class in school as well as of the faculty. We were rewarded by a large, responsive audience, as well as by the largest sum of money any Senior class had ever raised.

Now we are looking forward to class day, which will be after this "copy" goes to press. This will be our last appearance when we take the initiative. We are going to give up the white dresses this year for class day and wear the rainbow colors. We have hats to match our dresses. Everywhere one looks he will see the rainbow effect carried out. Never before has this been done.

Excitement reigns supreme in the sewing room now. Every girl is working to make her particular dress add to the beauty of the general appearance or effect.

As we look back over our four years stay here we find that these red letter days have been merely the spice of life. We have worked hard and played hard. All along we have stood for dramatics and we have tried to give at least one play each year. Class spirit and school spirit have been encouraged. Every girl has been urged to be true to her Alma Mater. Our motto "Truth will Free" has been our guide and we have tried to live up to it.

MYRTLE MOORE, '20.

The Other Three Years

Forty-nine timid little "A's" organized the class of 1920 on the third Saturday in November, 1916, and elected their officers, Evy Midgett, President; Dearie Simmons, Vice-President; Ruth Liverman, Secretary; and Fannie Jackson, Treasurer. Miss Nellie Maupin was chosen adviser to guide us through the four years ahead. The first thing we did was to compose our class song. How important we felt singing it! Our song and motto, "Truth will Free," have grown very dear to us all.

Our first red letter day when we made ourselves known to the school public, was Thanksgiving day when we were introduced to the athletic

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1. Blue Ridge Delegates From Class of 1920.
2. Tree-Planting.
3 and 4. The Joyner School Groups.
5. A Puritan Couple.
6. Basket-Ball Team.
7. The State College Band.
8. Quarterly Staff.

world by our sister class, the '18'ers. We were so inspired then that we made up our minds then and there to win honors in athletics, but alas! who foresaw "flu" and its dire effect.

We had only a little part in athletics this year except as rooters for our sister class. But were we only rooters in everything that year? No, indeed, for volley ball and walking were for us, and such a splendid fight for honors is seldom seen from beginners. The "A" list on the walking paper was always filled up and our record, although not the winner, was a good one. Every Wednesday and Saturday found the volley ball court crowded with players. In the match games the "A's" were victorious over the "F's" and lost only one with the "B's."

Our sister class gave us a most delightful Christmas entertainment. We dressed as little girls and they were boys and escorted us. After enjoying many games and contests we were given souvenirs from the Christmas tree by Santa Claus.

On March 17, we entertained the class of '18 with a St. Patrick's day party. Many forms of entertainment were engaged in. The green was used in decorating the hall.

Three more events of the year were, the annual chapel exercises, Y. W. C. A. program and a play "The Superior Sex," in which we made our first appearance upon the stage.

On class day "Sunshine" was willed us by the class of '17 and which we have daily tried to scatter during our stay at the Training School.

The United States had entered the war now and we feared that this would draw heavily upon our girls, but it was later found that this was felt in our Junior year and not so greatly this year. Our "B" class was fifty-six strong. Our officers for this year were, Ruth Liverman, President; Olive Grady, Vice-President; Helen Stewart, Secretary; and Maude Westbrook, Treasurer.

Again this year Thanksgiving was our first red letter day when our sister class, the '18'ers won the basketball game, but the supreme joy came when they won the cup in April. The "B" players entertained the Senior players in the Domestic Science hall the following Saturday.

In February we entertained the Seniors with a play, "Whiskers." Of course no refreshments were served during the war.

Poems of the late war were chosen as our theme for Chapel exercises and also for Y. W. C. A.

Thrift then was uppermost in everybody's mind. Our class organized a thrift club and in this we were one hundred per cent strong.

In the spring while the third Liberty Loan campaign was on we took part in a grand patriotic parade on the streets of Greenville, rep-

resenting "Joan of Arc." Four monks led the procession. Behind them came Joan of Arc dressed in a white suit carrying a banner covered with fleur-de-lis. Two soldiers led her horse, while her army brought up the rear. It was during this drive that we bought our first Liberty Loan bond, and how proud we were of it!

On class day our sister class, the Seniors, willed us a lamp to light us on our way, which we have kept burning brightly.

Our Junior year was ushered in by an epidemic of "flu." Mr. "Flu" met us at the door the first day, and indeed, we became very well acquainted with him before the fall passed. We were very fortunate in not having to close school and in not having a death in the school, but our poor class lost many a dear member, either from sickness or because of having to work to take the place of one now gone.

The war had indeed affected our Junior year, for this year we had only ninety, the smallest Junior class in five years, and we lost several of these before the year passed.

Our officers for the year were Marguerite Hensley, President; Fannie Jackson, Vice-President; Edith Matthews, Secretary; Irma Fuqua, Treasurer and Orene Hollowell, Critic.

The epidemic of "flu" left our girls so weak that the usual Thanksgiving game of basketball between the Juniors and Seniors was impossible. But did we idle away our time with this excuse? No, indeed, for help was so very scarce that we became cotton pickers and weed hoers to clean off and prepare the tennis courts for playing. In this way we not only relieved the labor situation but earned enough money with the little we had to purchase a one hundred dollar Liberty Loan bond.

In the spring the play "Peck vs. Peck" was given in honor of our sister class, the "A's." In return a delightful program consisting of a mock class meeting and many interesting take-offs on our girls was given us.

Each year we had given some form of dramatics. The "Romancers," which was given by us in honor of the Seniors, but open to the public, was the climax of our three years.

The reception to the Seniors in May consisted of a shower. The chest which was decorated in their class colors, green and white, was brought in by a little fairy and presented to the president of the class.

Our part in commencement had grown considerably larger for the marshals for this occasion were to come from our class. They were, Mildred Thompson, Chief; Bessie Jernigan, Annie James, Alice Whitehurst, Kathleen Vaughn, Dearie Simmons, Sarah Butt, Martha Ratcliffe, Glenmore Koonce and Edith Matthews.

This brings us to our Senior year, which is given above, and this is the history of the class of 1920.

Mildred Maupin, '20.

Planting the Tree

The class of '20 planted its tree Saturday afternoon, March 27.

This class dressed in its colors, gold and white, followed by the other classes and the faculty made an impressive scene as it led the way to Fifth Street where its tree, a gingo, lay waiting. The following program was rendered:

America ..... *Entire School*
Class Song ..... *Senior Class*
Poem, "Trees" ..... *Senior Class*
Song, "Be True to the Class" ..... *Senior Class*
Poem, "Brown Thrush" ..... *Misses Baum, Jackson, Alston, Thomasson, Daughtridge and Wester.*
Song, "So we go planting the Senior tree" (Planting of tree) ..... *Senior Class*
Poem, "Woodman, Spare that Tree" ..... *Misses Elliott Hensley, Ratcliffe, and Stewart.*
Presentation of Tree to President Wright ..... *Miss McCotter*
Acceptance of Tree ..... *President Wright*
Presentation of Spade to Junior Class ..... *Miss McCotter*
Acceptance of Spade ..... *Miss Bahnson*
Class Song ..... *Junior Class*
Song, "Carolina" ..... *Entire School*

"Prospective Teacher"

Why wonder about the Seniors going around with such serious mien when for months we have listened with a critical attitude, an attentive ear, and have scanned the actual teachers with a watchful eye for all those many things which are required of prospective teachers? For two years we have been prospective teachers and we should know what is expected of us. On every side from teachers and outside speakers, we always have emphasized to us the fact that we are prospective teachers (as if we didn't know it!) preparing for the great task that is before us. We have been studying "Primary Methods," "How to Study," and "Child Study" too long not to realize that we are getting ready to be real teachers.

We thought we were entering into actual work when we did our practice teaching at the Model School, but we found out that our experience there was just the first step beyond "prospective." The teachers tell us how different it will be next year when we are out alone and without them to go to for help and advice, so then is when we will know the difference between practice teaching and real teaching. Often we become very much discouraged as the teachers talk to us about the numerous things that we must be and do, and we feel as if no human being can ever remember all they say, but Mr. Underwood relieved us very much by telling us that no teacher ever finishes learning, for there is always something else.

We have learned that among the necessary requirements of prospective teachers we should know the entire history of the community from debts to doughnuts, and yet appear innocent; we should weigh, consider and value the conditions of life, and recognize the whole community or problems and determine the factors contributing to their solution; and never think of stepping down from the high pedestal which the people have placed us upon. (There now!) We should also try to be as attractive and beautiful as possible, and surely every Senior has acquired the art of beauty since the practice for "making up" for the "Mascot." The only difficulty will be the cost of cosmetics.

We, as Seniors of the East Carolina Teachers Training School, resolve that when we become real teachers that we will not go to ride in more than three counties in one night; will not go to ride with our suitors during school hours; will not turn out school before 2 o'clock; will not spend every week-end away from the community and we will not think of ourselves more highly than we should. We will work to improve our personal charms; dress up; keep our hair well arranged; powder our faces; keep our shoes polished; we will promise not to be too modest about proclaiming to the world our knowledge of facts and figures laborious, and we will continue to increase our scholastic ability by digesting the contents of each number of the *Training School Quarterly.*

ELIZABETH BASS, '20.

Senior Suppositions

Suppose there were not eight parts of speech for Mary Batts to express her ideas with.

Suppose Kathleen Vaughn should become an instructor of higher mathematics.

Suppose Gertrude Chamberlain had not experienced love-making before she took the part of Fiametta in the Senior opera.

Suppose Julia Rowe should become a fairy.

Suppose Easter holidays had not been given. Would there be 68 or 69 Seniors to graduate in this class?

Suppose all the members of the D-2 section of the Senior class had as vivid an imagination for locating unknown cities as Callie Ruffin.

Suppose Roland Martin should get lost on Fayetteville street in Raleigh.

Suppose all Seniors were as dignified as Irma Fuqua.

Ruth Loy, '20.

Teaching in the Joyner School

I consider it a great privilege that I had the opportunity of teaching in the Joyner School, a typical three teacher rural school. I feel now that because of that experience I shall know more about what is required of me as a teacher, more about managing the grades, and most of all, how to plan work for the day when there are many classes and few fellow teachers, if it falls my lot to teach in a small country school. Heretofore there has been no observation or practice teaching in rural schools by the Senior class, because there had not been any means of managing transportation for the student teachers. This year arrangements were made for the use of an automobile but only seven girls could go at a time. Those who preferred rural school work had the privilege of signing up for practice teaching in the Joyner School. There were a number on the list but only seven could be selected, because there was not room for any more in the automobile. Practice teaching could not begin earlier because the Joyner School did not open until the first of November. That made it necessary for those chosen to teach in the Joyner School to do the first half of practice teaching in the Model School. The seven fortunate girls to do a part of their practice teaching in the Joyner School were Harriet Thomasson, Marguerite Hensley, Fannie Jackson, Nonie Johnson, Ruby Daughtridge, Virginia Pigford and I. Care had to be taken in the selection of a group with one who could act as chauffeur. Ruby, though the shortest one of us, knew how to run a Willys-Knight car and soon learned to be an expert chauffeur after a few days with President Wright instructing her. (Didn't the lucky seven feel important to have the President as chauffeur those few days?) Going to and from the country in the automobile made the other Seniors envy us very much. The regular teachers in the Joyner School became our critic teachers. That meant two

conferences a week with them. We went out there on Wednesday afternoon, but on Saturday the teachers came to us.

Although all seven of us wanted very much to teach at the Joyner School, I must admit that we did not like it so well at first, because rural school work had been idealized in our minds. Even though a little disappointment at first, we learned to like our work and it became our preference. My first day of observation gave me an entirely new idea of teaching. My observation previous to this had been in rooms with only one grade in each. I soon saw very plainly that it required different planning on the part of the teacher to have three grades in one room.

My practice teaching was in the primary grades, reading the third and drawing in all three of the grades. Fannie Jackson had charge of the first grade the larger part of the morning, and Harriet Thomasson had arithmetic in the third grade. In the grammar grades Ruby Daughtridge had reading and English in the sixth grade, and Marguerite Hensley had history and geography in the fourth grade. Nonie Johnson and Virginia Pigford taught in the seventh grade. Nonie taught history and Virginia had arithmetic. Because I had work in all three of the grades it kept me busy planning "busy work," in addition to my teaching. Primary teachers object to the term "busy work" and prefer seat work. But I soon found that seat work had to be planned so as to keep the children busy or discipline would be a problem. Of course I had heard the expression "busy work" often, but I did not have a true conception of what it really was before or how to plan it. Teachers in the opper grades did not have to plan seat work as those in the primary grades because the children could study without direction from the teacher. I observed that the children were glad when they had anything to do, and they were eager to do any or everything I planned. The work that I planned for their seat work consisted of paper cutting, tracing, tracing and cutting, drawing on the blackboard and making one large poster. I had each child contribute something to the poster and when finished they were all pleased with it.

The thing that impressed me most was the way the teachers in all the rooms managed three grades in one room. Each teacher had her work planned so as to keep the other grades on work that was worth while and counted while one was reciting. The children went about the preparation of their lessons while one class was reciting and did not seem to be interrupted. Each group of us thought that we had the best room of children. At Christmas the children gave each group of us a large size box of candy. We appreciated it very much and were sorry when our work was finished. Christmas the school gave an en-

tertainment and as we were teachers and interested in the children we wished to attend it. We were also hoping to meet other folks and have a good time.

I look back now on my practice teaching in the Joyner School with a pleasant remembrance.

Texie Dale, '20.

Getting Out to Joyner's

January 6, 1920, was a day filled with thrilling experiences for those seven of us who were selected to teach the second term at the Joyner School. The girls in our group were Ollie Moore, Irma Fuqua, Janie Tyson, Mildred McGowan, Ruby Mercer, Edith Matthews and I.

To begin with, our day started wrong. One of the girls did not hear the bell and as a result we had to sit in the car (a seven passenger Willys-Knight) and wait, trembling both with excitement and cold.

Once all safe inside, Ollie Moore, who acted as chauffeur attempted to start the car, but all in vain it seemed for a few minutes, but finally it started and we were off.

Smoothly we glided along rejoicing, until we came to Five Points. Here we had to turn to go for Mrs. Meadows, who went with us every Tuesday and Friday to teach music. Again we were confronted with serious trouble. Our chauffeur found it utterly impossible to change back to high gear from low. It was here that we saw a real psychological principle fail. Our problem had been presented and we had recalled all our related past experiences. Then we applied the principle of "trial and success," but to us it proved "trial and error." We finally managed to get from Five Points to Eighth Street on low gear. We then learned that the next thing would be a garage. So we speeded around from Eighth Street to Greenville Motor Company, every minute expecting to be pulled for speeding. We were going at the rate of five miles an hour!

At the garage our troubles were soon ended and at last we were off. So after overcoming our many difficulties we at last reached Joyner School.

None of us knew where to go but after wandering around for a while we found the principal's room. We were glad enough to stand and warm our fingers for a while. We were then asked to have seats, but where were the seats? There were plenty of seats on the stage but how were we to get to them? The stage was only three feet high and there were no steps in sight. Sad was the news reported that night when some of the girls found their new dresses split.

Soon we were shown to our respective rooms to observe. Ruby Mercer taught history in the seventh grade and I taught arithmetic.

Ollie Moore and Edith Matthews found a regiment of soldiers being drilled in the primary grades. As their teacher was giving orders as to the position of their feet, every eye was turned on Miss Moore's and Miss Matthews' feet which were all out of place. Oh, what a time they did have keeping up with their feet.

The other three girls, Irma Fuqua, Mildred McGowan and Janie Tyson taught in the intermediate grades.

Then came recess. What games were to be played? Sling the biscuit seemed to be the most popular, so we joined in. I know some of the girls were not sorry when the bell rang. It was really hard running around on the end of the line with narrow skirts and high heels.

Dinner time soon came and we began to think our Joyner School experiences for that were nearing an end, but we were sadly mistaken for when we decided to go it seemed that our Willys-Knight had decided to stay a while longer. We decided the push and pull method was the best to use. This had little effect at first, so some one got the crank. But it also proved of no use, so we put it on the fender. Again we pushed and pulled, the whole school helping. This time it started and we bade farewell to Joyner's for that day.

Everything was running smoothly until we got about two miles from Joyner's and somebody thought of the crank, which had been left on the fender. It was gone. Back we had to go for it. We found it lying in the middle of the road. Then we again set out, Training School bound. We reached the Training School just as everybody was going to lunch. Ever after that, things seemed to go smoothly.

We had always understood getting to and from Joyner's was the chief problem connected with practice teaching in the rural school and we well understand why.

THELMA ELLIOTT, '20.

Wanted, Lost and Found

Wanted: To know the meaning of dignity.—Senior Class.

Wanted: To know the name of the paper that the Eskimo fathers read at night.—E. Bass.

Wanted: To know why M. L. S. sleeps in her clothes.—Z. W.

Wanted: To know how M. R. got the per cents she put on the bulletin board.—Miss Graham.

Wanted: To know why it's such a responsibility to be engaged.—F. J.

Wanted: To know why we have eggs more in the spring than at any other time of the year.—H. S.

Wanted: To know if the cat has Mary Batts's tongue.—B. M. & V. W.

Wanted: To know how much J. R. weighs.—P. N.

Wanted: To know what the Senior privileges are.—G. A. B.

Wanted: To know what relation Mr. Klapper is to Mr. Brown and Coffman.—M. Mc. and G. B.

Wanted: To know if we are really as graceful as turkeys.—Peasant boys in "the Mascot."

Wanted: To know if St. Paul and Hezekiah are in the Old or New Testament.—T. E.

Wanted: To know who H. T's latest case is.—V. P.

Wanted: To know what would happen if G. C. should forget to put on airs.—E. W.

Lost: A big hairpin with settings in it.—M. Wommack.

Lost: Edith Matthews. Reward of 12 1-2c offered for her return to room 64.

Lost: M. R. Finder please return to M. L. S. Room 14.

Lost or Stolen: My cosmetics.—C. F.

Found: Irma Fuqua "casing."

Found: Carrie Teer at the post office every time the mail man comes.

Found: In January, a watch bracelet addressed to Miss Mildred Thompson with "A graduation present" written on it.

Found: A good stimulus for sleep, "Psychology."—Senior Class.

Found: On Cotanch Street, Nonie Johnson, Alma Odom and Helen Elliott.

Found: A sure cure for ear ache, "The State College Orchestra."

Found: After six weeks of quarantine I. F. patching her silk hose with red plaid gingham.

Zelma Wester, '20.

Shut In and Shut Out

Never again! No, sir-ree; never again will I ever want to be quarantined when I am sound in mind and body? I now know well a free bird does not love the cage. And yet those seven weeks shut up in the Training School meant more to me than any seven weeks I ever spent going to school. At first I felt lost in the afternoons, because there was no place to go. Before, the afternoons had been my gad-about times. But I soon found I could entertain myself reading or visiting the girls. At night I had to stay in one little room and there just sit and study. For what fun was it to just sit there and do noth-

ing? One could enjoy herself more to study and prepare her lessons for the next day and then how virtuous I felt next day on class. But nights, sitting in my room, I couldn't help from wondering what was on at the movies.

Every day I stayed in the school I saw a new girl, one that I did not remember having seen before. I had often wondered what the girls did for amusement. Well, I found out during those seven weeks. They just talked about each other and the teachers, and almost had fits over some letters they would get, or talked about the good times they used to have. There were only two really exciting events in a day—one was getting the mail and the other was visiting the dining room.

Oh, my how I felt the last day I was at the Model School before the quarantine. As I approached the school I had a lonesome feeling, and after I went in I understood why I had this feeling, because I found only the town girls. I knew something exciting was about to happen, especially after I heard that Mr. Wright had sent for us. I felt sure that the school was to be quarantined, and that we would be either shut in or out, as the "flu" was raging in town.

Oh, what a feeling! I knew that I would have to be shut in if I finished this year. So all the Seniors moved in the dormitory but the girls in the other classes did not, because they thought they had another chance.

And we stayed up there seven long weeks. A life I had never experienced before. Up until this time I had been to school for twelve years and never before had I been confined to one place for so long a time, and have to do everything at a certain time. Up there you get up by a bell, go on class by a bell, go to your meals by a bell, in fact, everything you do is by a bell.

I got along fine every day except Sunday, because I had been used to going on class, but Sunday afternoons when we were on the campus we could see the people riding up and down Fifth Street, people that we knew, people that we had a few weeks ago ridden with. We were on the campus on one side of the hedge and they were on the street on the other side, but as far as we were concerned, they had just as well have been a hundred miles away. I lived only four blocks from the school but as far as I was concerned, it might have been four hundred miles.

But now that that time is in the past I would not take anything for the experience. The good times I spent with the girls, the many friends I made while up there that I would not have made just going to and from school, made up for the things I was shut out from at home and in town.

RUTH BROWN, '20.

Soliloquy of a Shut-In

Here I am in my room again for another long study hour. I have been quarantined here at the E. C. T. T. S. for five weeks and Mr. Wright said today that he didn't know when the quarantine would be lifted. Well, I must make myself content. I will sit down here at my little table and study for tomorrow's work, and yet my mind will wander.

Here I am thinking about home, just beyond my sight. How wonderful it will be when I can walk down the hill and actually go off the campus, down to see my home and friends once more. I must not think of this, but I do wish all the "flu" in the world was tied up in a great big sack and dropped into the great big ocean.

I had always understood that life in a dormitory meant ideal conditions for study, no interruptions. "Pat, pat, pat," there go the girls up and down the hall and there is a tap on the next room door, but I am going to notice nothing but my book. "Tap" there is some one at my door.

I declare I do enjoy those girls dropping by to see me. I don't believe she wanted that book so much as just to have a few words with me and make me feel at home. The girls are so sweet to me. I never knew the girls until I came up here, although I met them every day on class. There is nothing like being with folks in every day life. Well, I know if I don't get my mind off of good times, on this lesson, I will know nothing tomorrow.

"Tap," that sounds like—

I never will learn to fix my room as it should be. I especially cleaned up everything this morning but left my table disorderly. Well, maybe I will know next time. In the morning I am not going to leave anything on my table. But I haven't finished this arithmetic yet. I wish I could study with some one else, then maybe I would get something done.

"Tap," there is some one else at my door.

I am glad some one else's room was untidy also, but the girls do not seem to mind being called up about their rooms. I want to be told how to fix things, so I will know how to be tidy when I get out teaching.

The lights are winking for ten o'clock. I will study hard until the lights wink, leaving five minutes to get to bed.

Well, I have finished my lesson and there is the five minute wink. I must get up early in the morning for the girls want me to pick some violets with them before breakfast. I do love to pick violets with the girls. It is a regular picnic. I must hear the first bell in the morning. I just can't get used to the bells, which tell me when to do everything.

I have to keep my eyes on the watch to tell when to go to the dining room. I cant help thinking how different the dining room is from home. "Buzz, buzz, buzz," is all you can hear, those at each table carrying on an interesting conversation. The first two or three times I entered the dining room, I could hardly find my way, winding around between the tables. The first thing after the meal is the post office. I did not know how the girls felt when they all rushed to the post office until I rushed there myself. No one knows the value of dormitory life and the mingling with the girls until one experiences it for herself.

Here I am in my little bed and the lights are gone. I am glad that light shines into my window so brightly. I can see almost well enough to read. "Pat, pat, pat," the girls are all running to their rooms. Why do all school girls wait until the lights go off before they go to get their last drink of water? Now all is silent and I am going to visit home in my dreams.

HENRIETTA ZAHNIZER, '20.

SENIOR SAYINGS

Roland: Martha, can I get those problems from you?
Martha: Yes, but who do you reckon I can get mine from?

Irma: (in Auditorium where Chinese pictures are being shown) Just look! He looks just like a corpse.
An "A" beside her: I think he looks just like some one dead.

Mildred Mc. on Psy.: Mr. Wilson, can you tell me what will is?
Minne Love, excited: Will? I know that.
Mr. Wilson: Probably we're not all as well acquainted with him as you, Minnie Love.

Miss Ray: (on Eskimo life) Now we are in the igloo, suppose a visitor comes, whom shall we have come?
(Deep silence falls over students.)
Texie Dale: (pensively) Let's let big sister's beau come.

Harriet: Blanche, you know it's cold in here.
Blanche: No wonder, look the wind shield is up.

Mildred T.: (pensively) I wonder if any of my ancestors will ever come to this school?

Martha: (on the corridor) Who knows where the University of Virginia is?
Junior: I know! It's in North Carolina.

Mabel: Have any of you started those tubs to running down there? There's just one standing still. The other two are running.

Fitz: I'm going to put in my application for a school soon.
Helen: Where do you put 'em?
Zelma: Mr. Wright's office, of course.

Mary Batts: My lesson was a failure this morning because I didn't give my *constructions* to my pupils right.

Martha: Where did you get that turnip?
Eloise: Out of the turnip patch.
Martha: Are they ripe?

Blanche: You know if I were a poet I'd sure paint "R's" picture.

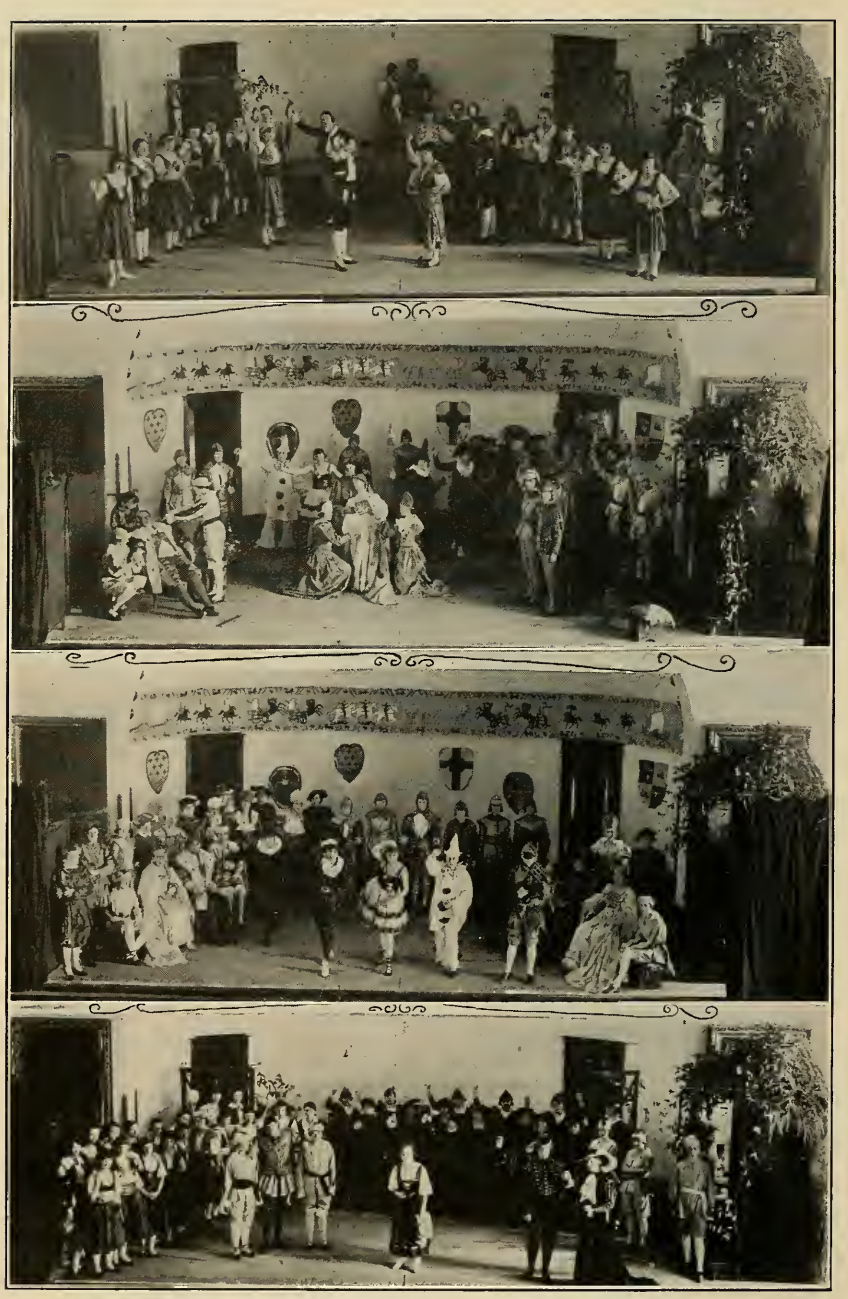
Lula: (teaching) Children, I put your problems on the side-board—you can get them from there.
Frank Brown: Wouldn't it be just as good to get them from the china closet?

Madge: Explained to the 7th grade that a com*prom*-ise could be between two men, two horses or two anything.

Senior: (pensively) Miss Jenkins, as a prospective teacher, do you think it wise for me to attend an Easter dance?

Marion, coming from geography test: That examination was terrible! Did you get all those cities in the right countries?
Callie: No, sir, I know I didn't. I didn't know where in the world "Miscellaneous" was, so, since I had put one in every other country, I put that in Egypt. Where is it anyway?

MILDRED THOMPSON, '20.



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Scenes From "The Mascot."

"THE MASCOT"

Cast of Characters

Bettina, The Mascot ---------- *Alice Whitehurst*
Fiametta, Daughter of Lorenzo ---------- *Gertrude Chamberlain*
Pippo, A Shepherd ---------- *Orene Hollowell*
Lorenzo, Prince of Piombino ---------- *Julia Rowe*
Rocco, a Farmer ---------- *Harriet Thomasson*
Frederic, Prince of Pisa ---------- *Myrtle Moore*
Parafante, Sergeant ---------- *Thelma Elliott*
Matheo, Inn-keeper ---------- *Carrie Teer*
Court Physician ---------- *Alma Odom*

Peasants: Fannie Jackson, Zelma Wester, Caroline Fitzgerald, Marie Gatling, Geraldine Moore, Lula Wade, Ethel Southerland, Mildred Thompson, Marion Butler, Gladys Baum, Minnie Hollowell, Pauline Newell, Ruby Garris, Mary Batts, Ruth Loy, Roland Martin, Janie Tyson, Ruby Mercer, Helen Stewart, Kathleen Vaughn, and Agnes Ellis.

Pages: Mildred Maupin, Martha Ratcliffe, Marguerite Hensley, Helen Elliott.

Courtiers: Mildred McCotter, Ruth Brown, Virginia Pigford, Callie Ruffin, Eloise Tarkenton, Lila Faircloth, Irma Fuqua, Grace Cloninger, Texie Dale, Vera Wooten, Mildred McGowan, Annie Lou Alston.

Soldiers: Nonie Johnson, Madge Blackley, Ellen McIver, Ethel McArthur, Minnie Love Stevens.

Drummer Boys: Bonnie Muse and Fannie Jackson.

Italian Dancers: Mabel Wommack, Elmira Wommack, Ollie Moore, Glenmore Koonce.

Song and Dances

Drinking Song ---------- *Peasants and Chorus*
Helen Stewart, Kathleen Vaughn, Agnes Ellis.
The Vintage Dance ---------- *Peasants*
Tarantelle Dance ---------- *Kathleen Vaughn*
Zelma Wester, Pauline Newell, Helen Stewart, Marie Gatling, Agnes Ellis.
The Legend of the Mascot ---------- *Pippo and Peasants*
Come, Now, My Beauty ---------- *Bettina and Peasants*
Hunting Song ---------- *Lorenzo, Fiametta, Frederic, Courtiers, Peasants*
Signs, Omens, Dreams ---------- *Lorenzo and Chorus*

That Peculiar Charm ---------- *Frederic and Fiametta*
The Gobble Duet ---------- *Bettina and Pippo*
Coaching Chorus—Who's Ringing Now?
Dance—The Nightingale ---------- *The Four Pages*
Song—Oh, What Beauty! ---------- *Pages*
Dance—Pavlowa Gavotte ---------- *Courtiers*
Solo and Chorus—Love is Like a Wood-bird ---------- *Callie Ruffin*
Chorus—What a Charming Bright Display.
Air of Saltarelle ---------- *Pippo and Chorus*
The Invitation to the Dance ---------- *Italian Dancers*
Oh, What a Home! ---------- *Bettina and Pippo*
Fair Bettine ---------- *Frederic*
Off With Your Guards ---------- *Principals and Chorus*
Soldiers' Chorus----------
Song of the Drum ---------- *Prince Frederic and the Soldiers*
Orang Outang Song ---------- *Refugees, Peasants and Soldiers*
Wedding Music ---------- *Pippo, Frederic and Chorus*
Duet—Kiss Song ---------- *Bettina and Pippo*
Finale—Come, Let's be Off ----------

The Senior class this year instead of giving a play, as is the usual custom, gave an opera, in which nearly all of the the class took part.

Miss Muffly, teacher of public school music, staged the opera and it was managed by Miss Maupin, class adviser. To these two is largely due the credit of the performance. The choruses were learned during the winter term at the regular chorus periods so that when practicing time came every thought could be centered on the dramatics of the opera.

The spirit of the school in supporting the efforts of the Senior class was excellent. Every one in the school, not only Seniors but girls in every class, was enthusiastic about the opera and let her friends know about it. There were a great many people here from quite a distance. Many of these were friends of the girls. The weather was fine and everything seemed to be in our favor.

The Greenville papers had the following to say:

"The performance of the 'Mascot' at the Training School last night was a brilliant success. The high water mark of dramatic performance at the Training School was perhaps reached. The house was filled to the uttermost.

"A great many people came from a distance. Never was there a more responsive, appreciative audience. The actors seemed to catch inspiration from the crowd and acted with wonderful abandon and ease, seeming to enjoy the performance as much as the audience.

"The effect of the whole was very beautiful and picturesque. The peasants in gay dress, the courtiers in rich costumes, the soldiers in glittering armor, the bright pages and the artistic Italian dancers, weaving in and out of the plot, singing lovely songs, and dancing rhythmic, graceful dances, made a beautiful background for the plot, and gave wonderful support for the acting of the principals.

"Miss Alice Whitehurst, as Bettina, 'The Mascot,' was the star, and never failed to be the center of interest whenever she appeared. She was charming and beautiful, acting the difficult and changing part so naturally and brilliantly that she did not seem to be acting. Miss Orene Hollowell as the shepherd lover, Pippo, won all hearts from the first.

"Miss Julia Rowe, as Prince Lorenzo, was the great comedian of the opera, and she kept the house in a roar with her comic performances, yet she did not once let the points in the plot go, nor did she overact. Miss Harriet Thomasson, as Rocco, the farmer, who is Lorenzo's ally, was always right by the side of the Prince, and acted well the part.

"An experienced professional could not have played better the part of the Princess, Fiametta, then did Miss Gertrude Chamberlain. Not once did she lose the sentimental, airy, doting but charming nature of the Princess. Her lover, Frederic, was well played by Miss Myrtle Moore, who gave a touch of sarcastic humor to the interpretation of the part that added greatly to it. Miss Alma Odom was the comical little physician and Miss Carrie Teer the two-faced inn-keeper.

"Never has there been more beautiful chorus singing at the Training School than the singing of the choruses last night.

"Miss Bertolet was the pianist and played the accompaniments in a most sympathetic manner. Misses Martha Lancaster, Pearl Wright and Mary Wright were the violinists, that gave such fine support to the music.

"The marshals were Misses Edith Matthews, chief, Katie Lee Matthews, Anabelle Quinerly, Elizabeth Bass, Georgia Barnes, Rosa Hooks, Blanche Farrabow, Janice Mizelle, Frances Walker."

The opera was thoroughly advertised. The posters were made in the drawing room under the direction of Miss Lewis. All the advertising was under the direction of Miss Jenkins. The feudalistic decorations on the stage were also made under the direction of Miss Lewis.

The programs were the most attractive we have ever had. They were booklets giving room for a full synopsis of each act and for all the songs and dances. Advertising was used on the programs so that they were made to pay for themselves.

Playing the Part of a Hero

I, as Lorenzo XVII, Prince of Piombino, an old man, but still a sport and lover, had experienced all the sensations and emotions and have been through every other psychological change that any such person could.

Little did I dream that I, Julia Rowe, a girl, could ever fill the place of one so great as Prince Lorenzo XVII, or that I would ever reach my greatest desire in life, that is to be a man.

I have loved and been loved; I have loved and not been loved, I have tried to win a Mascot's heart and failed. I have reached the heights of joy and the depths of woe. Not only a beautiful girl was lost to me, but a whole kingdom with many faithful subjects.

I have always wished to be a man, and at last my wish has been granted.

The few weeks I was a man my spirits were aroused to all sorts of manly deeds and ambitions. I felt so important because I was a Prince. I was a great *I*. Even when I was off the stage I could feel a great manly spirit surging within me still, and would have to be pinched or punched before I could realize I was only a girl playing a part.

I thought a man was the most wonderful piece of work in creation, but I have changed my mind. Alas! I have found out that a man can not do everything he wants to, and it was my idea that he could. His greatest ambitions and desires can be knocked down by a single peasant girl's beautiful face. And if he tries to do what he wants to anyway, he will not succeed. After all, a woman is a hundred times greater than a man. If he loves her, she can do anything with him. She has such a great influence over a man she can get what she wants from him without his knowing what she is doing. He becomes her slave, while a woman is too clever to become the slave of any man, it matters not how much she loves him.

I am glad I have played a man's part and have had every kind of experience. It is grand to be a man for a while, but since my experience as the Prince of Piombino, I am more thankful than ever that I am a girl. I am fully determined to use my powers as a girl.

I wonder how many of you have tried to be a man? While I was Prince Lorenzo XVII I just wanted to do something no one else had ever thought of doing. I wanted to have a big fight with some one. My "fighting instinct" was aroused. I have never had as much energy in my life. That is one thing I would like to carry over with me when I quit playing a part.

JULIA T. ROWE, '20.

On Being a Mascot

The morning after the Senior opera, "The Mascot," as I awoke, rubbing my eyes, I suddenly realized I had been living in a dream for several weeks. The opera was all over, I wasn't a Mascot any longer, but just an everyday commonplace girl. Oh! what a good time I had having people come to me at my beck and call. All girls have dreams of what they are, what they have been and what they want to be. Well, a Mascot is what I have always dreamed I wanted to be, or at least something that would bring good luck, happiness and joy to all with whom I may come in contact. I did not think of myself as being anything but a mere girl, while I was playing my part, but I thought my dreams had come true, and I was really accomplishing what I had always longed to do. I have never enjoyed anything any more in all my life, than I did taking the part of the Mascot. It was one time I had plenty of lovers, both young and old from which to take my choice. I had just lots of fun choosing the one I wanted. I got him after all, even if I did have to follow him, disguised as a drummer boy.

Now that I am back in reality once more, I find that it is much easier for me to smile, after having played the part of Bettina, the Mascot, and I think I'll just keep on being the part instead of playing it.

ALICE WHITEHURST, '20.

"Those Peculiar Charms"

Each one in our class,
Is a very charming lass,
It may be in manner, it may be in dress,
But a "Peculiar Charm" each one doth possess.

Kathleen so meek and sweet,
Is always thinking of her feet,
Her shoes forever fit her tight,
And if you touch them you're in for a fight.

On Sunday when we dress in style,
We usually always wear a smile,
But Tuesday, alas! it disappears,
And we feel as though we could melt to tears.
But Fannie, the sunshine of our class,
That smile I think will forever last,
"Oh, what a pleasing charm to possess."

Now Glenmore, when she dresses up,
Oh! how she struts, yea, more than struts,
She tilts her head and holds it calm,
Now isn't that a "Peculiar Charm?"

Marion a vamp is doomed to be,
For those sparkling eyes you all may see,
Then toward the stage with outstretched arms,
She gently whispers, "What Peculiar Charms."

Isn't it charming to be able to see,
The beaming twinkle in Minnie Love's 'e 'e.
As she shakily approaches the in-fir-ma-ry.

That smile that Gertrude does possess,
Is worth a fortune, more or less,
Now Annie Lou will say its true,
Although Virginia may hate for her to;
But never mind those hearts she'll press,
And bestow upon each a loving caress.

The "Faculty" thinks Blanche a teacher will be,
But her charm as an "Editor" is peculiar.
Now just watch out, and we will all see
That some day she will fool all of ye.

We have in our class a charming little lass,
Her eyes are kind, but never mind,
She must have her way,
And her name is Gay.

Now Zelma we know is very "Puny,"
But she and Fitz are always spoony,
You just ask her "where is Tom?"
And to you she will reveal "That Peculiar Charm."

CALLIE RUFFIN '20.

"Oh, Native Home!"

Oh, to go home! Why is it no school girl thinks she is loyal to the home folks if she does not break out with a loud wailing of home-sickness about every other week? There are some girls that are always complaining about what they get, and how much better they would get

if they were only home. That kind are usually the ones that have the "blues" at home, and are never really satisfied anywhere.

This home-sickness is really a disease. The dictionary calls it *nostalgia.* The only real cure for it is work. If the teacher would spot those home-sick girls, and give them more work, I think all home-sickness would disappear.

You can always spot a home-sick girl by her appearance. She wears a long face, mouth drooping at the corners, and about every other word is, "If I could only go home."

When Mr. Wright announced that the school would be given an Easter holiday, a death howl issued from the Senior Class. The only thing that would quiet them down was being reassured that they would derive more pleasure from the opera, by making it a success than they would secure by going home.

A rather strange thing happened one night about eleven-thirty. I heard a girl on my hall crying as if her heart would break. I thought something serious was the matter. I went in and gently asked her where she hurt. She said, "Oh, I want to go home, and see my mother!" This is one of the many occurrences which is a result of home-sickness. It doesn't matter what time it is, or where they happen to be. If a girl gets home-sick, she is sure to let out a wail of misery.

Here's the word, Oh, to go home! There to hear no faint ting-a-ling of a rising bell early in the morning, nor hear the rushing of feet an hour later, which means I must dress in five minutes or miss my breakfast.

Any girl that is affected with *nostalgia,* try my remedy of *work.* I will guarantee *work* to be a sure cure.

Ruby Daughtridge, '20.

"Signs, Omens, Dreams"

The Senior class believe in signs,
Omens, dreams, predictions along many lines—
For they wear the same dress all examination time—
To change it then seems a kind of crime.

Martha Ratcliffe is one whenever you meet
Can predict bad weather by the corns on her feet.

Margueritte is dreaming to be in China some day
But signs show they'll end on the returning of a sunny (W) ray.

From all signs
Irma Fuqua who is soon to be a teacher
Will in later years be our first woman preacher.

When Harriet saw no signs of holiday
In a box she would be shipped rather than to stay.

As in good omens we put our belief
In Julia Rowe's smile we always find relief.

Alma Odom who believes in dreams
Woke up one night uttering screams,
For by her side a girl so lean
Stood wiping away from her face the cream.

Eloise and Marie eat often on the hill
And a very bad omen is when others appear,
And then they run 'til they're quite ill.

Helen Elliott, who believes in dreams
Every night tells Ethel ghost stories, it seems.

We dream, we dream, we dream a wonderful dream,
That when the B's sew
They will have new machines to make their seams.

MARION BUTLER, '20.

Junior Recommendations

We, the Junior class, assembled on this the eighth day of March, 1920, in response to a request by the Senior class of 1920 for a recommendation, offer the following testimonial:

TO WHOM IT MAY CONCERN; *Greetings*:

Realizing that School Boards and Superintendents always wish to know applicants as they actually are, and feeling that we, the Junior class, know the Seniors as only Juniors can know them, we shall endeavor to state the actual facts about their true character.

In all the walks of life at the Training School, we have found them to be as follows:

In appearance they are the stiffest, most constrained, most ponderous, the lumberingest, the most rustic, slovenly, dowdiest, clownish,

the ugliest, most inelegant, most unattractive, and the most extreme in dress imaginable.

As to character, they are the most boorish, churlish, loutish, and crabbish of human beings. They are also the most insincere, most unfaithful, the most unconscientious, most miserly, crushingest and on the whole, the most undignified class of Seniors in the history of the Training School. On the halls of the dormitories they are considered by all the most uncivil, grouchiest, grumblingest, noisiest, and the most unpopular.

As to the dining room, we know from experience they should sit at the foot of the tables, as they are the greediest, grabbingest, the most unmannerly, rudest, most uncouth, largest eaters at the table.

At the postoffice all agree that they are the rowdiest, pushingest, yellingest, chatteringest, and most disappointed crowd there.

By actual facts they are the least studious, most unmanageable, most mischievous, most roguish, most annoying, and the sleepiest of classes, which is due to their unprecedented laziness.

Their ungainly clumsiness, maladroitness, blundering, awkwardness, and stupidity in theatricals is due to their unmusical and unpoetical temperaments.

To be brief, from sports to teaching, they have been a most unsuccessful class.

In conclusion, we would say that in spite of all these qualities and judging from the number of Juniors, (who, by the way, are exactly opposite from the above) that have crushes with them, we know the class of 1920 to have a most peculiar charm. And when they leave us, they will be missed from the dining room to the psychology class room.

In presenting the above we have tried to give only a few of their most prominent traits of character; and we feel that we are exonerated from all blame if School Boards and Superintendents are disappointed in this set of school teachers.

If further testimony is wanted before employing these Seniors,

Apply to

Yours without respect,

The Junior Class.

Alias—

Elizabeth Bahnson,
Helen Watson,
Mary Daniel.

The Leavings of the Seniors

The Senior class of 1920, knowing that its dissolution is at hand and that after June 2, they will no longer exist in one body, wishing to see how the beneficiaries appreciate the property derived from said class, have decided to make public their last will and testament. There have been many conjectures and surmises as to what disposition this class will make of its valuable properties and assets accumulated during its four years of existence.

Of course, it is known that "the love and appreciation of grateful hearts" will be bequeathed to the beloved president and honored faculty who have made possible such measures of success as have been accomplished by said class.

Among the Juniors, the class of 1921, who will follow in the footsteps made on the sands of time by the class of 1920, there is great excitement. They are, of course, expecting the senior seats and song books, which indeed are only held in trust by each succeeding class during its one year of existence as Seniors. Therefore, they will not be disappointed. We note that they were not over hasty to assume these rights before our abdication, as they did not occupy these seats during the absence of the Seniors, but left them sacredly unoccupied.

The use of the entire front campus is left to the whole school, but if the Juniors, with all their dignity, do not like the jostling crowd, they will be given the privilege of enjoying the beautiful woods with its dogwood blossoms in spring, its holly in winter, and its beautiful shade in summer, and we warrant that they will not be molested by other classes, neither will any others wander from Fifth Street to disturb their solitude.

The Juniors will, doubtless, be pleased to know that we bequeath to them the privilege of going auto riding when they please, with whom they please, and without a chaperon, providing ————.

Since the Juniors have been chosen as the ones to set the style for this school, we bequeath to them, to be used as headquarters for this purpose, the sewing room where "Carrie" will be at their service.

Last and most important, we bequeath to the Juniors their places in the autos to go to the Joyner School and the trail through the woods to the Model School, where they will pleasantly pass the time away. To add to this pleasure, we bequeath to them the weekly conferences with the teachers who criticise your teaching, that is, if there are any criticisms left to be made after the children have rendered theirs publicly.

To our dear little sisters, the B's, who will soon become professionals, we bequeath the rivalry with the other professional class. Since they

have been our first-hand aid for two years, to show our thanks to them, we bequeath them our talent of making lesson plans, as well as our dramatic propensities.

To our youngest class, the A's, since they seem to be such an industrious class, we bequeath the privilege to use any book in the book room when they get ready to do any extra work during their B year. With this privilege, we are sure that the graduating class of 1923 will be a class above the average.

Upon the incoming class, who will be A's, we drop our sacred mantel, our class color and flower.

To end the will of said class, although it may not be a peaceable ending, we leave it to the Y. W. C. A. to decide whether they shall sweep the halls next year and draw the janitor's pay.

Ollie Moore, '20.

Come, Let's be off

Come, let's be off at once and let's be in haste,
Oh! how our purpose calls us to take our place
In the schoolroom earnest and gay,
We'll be just as cheerful as the birds of May.
Come, let's be off for we must journey on our way.

Come now and let's go and do our best,
We are the ones who will lead all the rest,
We are the class of white and gold,
The one who stands for their rights and fail not to behold.

Elmira Wommack, '20.

SCHOOL ACTIVITIES

Y. W. C. A.

The School is one hundred per cent Y. W. C. A. this year.

The new officers and departmental chairmen have been elected to take up the Y. W. C. A. work May 1. They are: President, Mary Daniel; Vice-President and Chairman of the Membership Department, Helen Watson; Treasurer, Marie Lowry; Chairman of Religious Department, Elizabeth Bahnson; Chairman of Social Department, Earle Wynne; Chairman of World Fellowship Department, Sallie Belle Noblin; Chairman of Social Service Department, Ruth Dean; Chairman of Publicity Department, Julia Taylor.

We feel as if the Association has had a great year, but we now see how we could have done more things and could have done what we did better. We are trying to leave good suggestions to the new members, so as to help them pass over the rough places where we have failed.

The foreign trunk from the Y. W. C. A. headquarters, was brought to our school during March, through the World Fellowship Department. This trunk had clothes, ornaments, small models of furniture and other interesting things in it. There were also interesting pictures and lantern slides shown of these countries. All of these things made the study of these lands far more attractive.

The work of the Y. W. C. A. is increasing so rapidly that an amendment was made in the constitution, providing for five members on the advisory board instead of three. The new members are Miss Graham, Miss Goggin and Miss Wyman. Misses Scobey and Meade continue on the board.

Miss Heller, our Student Secretary, made a short visit to our school this spring. She came to help train and give suggestions to the new Y. W. C. A. Executive Council members. Miss Heller's visits are always enjoyed and looked forward to.

Vesper Services

The vesper services have been very interesting and helpful this spring.

The first vesper service was conducted by Miss Jenkins, February 22. She gave Browning's "Pippa Passes." This was made even more interesting by the explanations she gave.

The "B" or second year academic class conducted the vesper services on February 29. The theme was "The Search for Happiness." This will be found in the Class Department.

Rev. Walter Patten preached a very strong sermon on March 7. His theme was the contrast in "Martha," as the type of person who needlessly worries and frets and loses her sense of value and later, one who through faith, reaches sublime heights, after she had become a true disciple.

On March 14 Miss Annie Ray led the services. She told the story of "The Discontented Mill Window."

The "A" class, March 21, gave a very interesting program at the vesper services on Hymns. The history of some familiar hymns was given. This may be found in the Class Department.

On March 28, Rev. S. K. Phillips made a talk on our "Dependence Upon God." He showed how we are depending upon God for our spiritual resources just as we depend on the mountains and things around us for our natural resources. He showed how service is the only way to fulfil our duty toward God.

The girls were impressed with the sincere heart to heart talk made by Miss Tanner, the assistant pastor of the Memorial Baptist Church, April 18. The main thought in her talk was that each person should do his own part, for no one else can do it. She showed how all can do something for Christ by helping those around to know Him.

The services were conducted on April 18 by Rev. W. P. Shamhart. His text was "Wait on the Lord." He used very effectively the story, "In the Desert of Waiting" by Annie Fellows Johnson. He said "wait, but while you are waiting do something. Gather something from all life's experiences." He brought out strongly the point of the text, interpreting it so that one could see that it meant trusting in the Lord and being willing to follow His guidance.

Rev. Scattergood made a good talk on April 25. He brought out the thought "All things are possible with God."

Ruby Mercer, '20.

Y. W. C. A. Review

When for the first time students came together in the East Carolina Teachers Training School ten years ago to fit themselves for teachers, the only religious services held in this institution were those of Chapel and Sunday evening song services. These were conducted by the head of the institution. Although these services must have proved to be very

helpful and uplifting in many ways, yet they surely lacked that deeper spiritual development which comes from close contact of student with student in active Christian work.

It was suggested that a Y. W. C. A. be organized for the girls and as a first step in that direction the girls were led to express their personal opinions as to the advisability of such an organization. Every room in the dormitory was visited and nearly one dozen girls agreed that it would be well to undertake the work. With the consent of the president plans were then made for a meeting to be held on a certain afternoon. The appointed time found *thirty* girls ready to have their names enrolled as charter members of a Young Woman's Christian Association. Officers for the year were elected and work began.

As we turn to review the work of our Y. W. C. A. for the year 1920, we would not forget to take one moment to think of that noble little band of 30 girls, to whom we are indebted for the beginning of our beloved Association, and too, we would not forget all those who have given faithfully and lovingly their services during these ten years.

We have reached the standard enrollment this year, which the little band set for us in that first year. We have enrolled every girl in school as a member of the Association, and practically every officer and faculty member. Can you afford to drop back? Are you going to keep up the standard that it has taken 10 years to reach?

Our officers, for the first time in the history of the Association, took Cabinet Training, which is prepared and sent out from headquarters, and stood a rigid examination. The beautiful Installation Service April 1919, marked the beginning of the work, and since that time every phase of the work has been carried out enthusiastically and successfully. Five officers with four members attended the Blue Ridge Conference and from that wonderful meeting with 800 other girls, received an insight into the purpose of the Y. W. C. A. such as we had never dreamed of before.

During the summer our Y. W. C. A. work was carried on under the guidance of our Vice-President, so that the summer school girls would not be deprived of the joy and inspiration that comes from the Association.

The Membership Department for the first time carried out the "Big Sister Movement," and what a joy it should have been to all new girls to get a letter with a Y. W. C. A. handbook tucked inside, and a promise that "Big Sister" would meet her at the train and do all in her power for her comfort during those first days when one is exposed to "Indigo Subjectivity."

The Y. W. C. A. has done more in a financial way than ever before in its history. Owing to the large membership the amount sent to headquarters was more than in preceding years. We were asked to raise $75 for the World Fellowship Fund, and we raised $100. We have purchased 100 new World Fellowship Hymn Books. A bright new large bulletin board has taken the place of the small one, and is the pride of the Publicity Department. A number of new mission study books have been purchased by the World Fellowship Department and the Social Service Department has been busy distributing sunshine in the form of flowers, fruit and books when and wherever needed.

It has been our deepest regret that it was impossible for us to be represented at the Des Moines Convention, and at our Triennial Convention. We decided to set aside a Convention Fund to be added to each year, for the purpose of financing delegates to such meetings. We are going to send twice as many delegates to Blue Ridge this year as we have ever sent.

Now, as we come to the close of our year's work, we can see that we have had a great many things of which to be proud. What success we have achieved has been due to a number of causes: The coöperation and "oneness" of the girls of the Association through varied and sometimes trying circumstances, the members of our faculty and advisory board, who have aided us in every way possible, at the same time fostering in us a spirit of independence, the efforts of a faithful, earnest and benevolent council, the aid of friends outside of the Association, the guidance and advice from our field workers, and reliance upon the Divine Presence.

The President of our school has aided us in every way possible. We have been to him under various conditions but no matter how insignificant the subject, he has always given us careful consideration. He has led in our services, he has contributed liberally and in every way advanced the purposes of the Association. Our lady principal has heard our joys and sorrows and has shared them whole heartedly on all occasions.

As we pass on down the line we would leave with you Congressman Upshaw's significant motto: *"Let nothing discourage you, never give up."*

Marguerite Hensley,
President for 1919-'20.

SOCIETIES

On Saturday, the 24, the Annual Debate between the two societies was held. The query was: Resolved, That Industrial Disputes Should be Settled by Compulsory Arbitration.

The Poes upheld the affirmative. The debaters were Helen Bahnson and Helen Croom. The negative was upheld by the Laniers. The debaters were Helen Watson and Myrtie Rice. As usual the societies occupied opposite sides of the Assembly Hall, the Poes sitting on the left and the Laniers on the right. Each side was decorated in the Societies' colors. The yells and songs of each society were enjoyed by all.

The affirmative side won, therefore the Poes have the cup for this year.

Two of the regular society meetings have been taken up with debating, the inter-society debate and the preliminary debates in both societies. Geneva Lancaster was elected business manager by the Lanier Society and Grace Strausberger, student editor-in-chief, by the Poe Society. The assistant editors are: Lanier, Marion Hodges; Poe, Doris Tripp.

The presidents for next year are: Lanier, Helen Watson; Poe, Julia Taylor.

There have been few special programs in the societies during March and April, because debating has occupied most of the attention. Furthermore, the Assembly Hall was turned over to the Seniors for some time. During the remainder of the term, however, they will be active.

The Laniers had a charming program on Sidney Lanier at their last February meeting. Many of the most beautiful of his poems were read, and read well, and excellent reports made on his life and character. On the program were: Zelma Wester, Emily Langley, Henrietta Zahnizer, Fannie Jackson, Mary Brock, Lula Jones and Aileen Jones.

CLASSES

"C" Class

Washington's Birthday was celebrated at the Training School on Saturday with very appropriate and attractive exercises. The Junior class had charge of the program.

Scenes in the life of George Washington were dramatically presented in the Assembly Hall during the morning assembly.

Before the curtain went up, posters were placed on the outside to show what was coming next.

The first scene was the cutting down of the cherry tree. The two pages appeared before the curtain and put up the poster "Cherry Tree." Young George, dressed in eighteenth century costume, came out with his new hatchet, and as he whistled he tried the hatchet on tree after tree, until he finally cut down the precious cherry tree. Then came the father and in pantomime, scolded the boy, and forgave him. Miss Lucile Carlton was young George and Miss Alice Best was the father.

The colt-breaking in pantomime was perhaps the favorite number on the program. Miss Sallie Belle Noblin was the colt, and capered on all-fours, with a colt's head on as a mask.

The playmate was Agnes Jones.

In the courtship scene Miss Mary Daniel was Washington and Miss Elizabeth Brown was Martha Custis, Nora Westmoreland was the negro servant. In the marriage scene which followed, Camilla Pittard was the minister.

In the evening the Juniors presented a charming Benjamin Franklin program.

"B" Class

The "B" Class conducted the Y. W. C. A. vesper services on the evening of February 29. "The Search for Happiness" was the theme. The president, Inez Frazier, led the service, reading the Scripture lesson. Lillie Mae Dawson had charge of the program, and made a short talk on the search for happiness throughout the ages, explained the search for the Holy Grail and announced the program as follows:

The Search for the Grail ---------- *Elsie Wilson*
Selections from the Vision of Sir Launfal ---------- *Ida Holland*
The Story of "The Blue Flower and the Source"---- *Mabel Helms*
The Story of "The King of the Golden River"-------- *Katie Harris*
Solo—"Elsa's Dream" ---------- *Fannie Johnson*
Piano Solo ---------- *Christine Evans*

"A" Class

The "A" Class had charge of the Y. W. C. A. Services on March 31. They gave the history of several of the most familiar hymns and sketches of famous hymn writers. All the songs sung were the old familiar hymns. The following were on the program:

The class music recitals were combined this year, "D" and "B" giving theirs together, and "C" and "A" combining theirs.

SCHOOL NEWS AND NOTES

Reports on Cleveland Meeting

President Wright, Superintendent Swanson and Superintendent Underwood, all three attended the meeting of the Department of Superintendence of the National Educational Association, which met in Cleveland, Ohio, the last of February.

President Wright made a series of talks, giving to the students the significant features of the meetings and the special things that impressed him most. He also had Superintendent Swanson to give his impressions of the meeting.

President Wright considered the recommendation of the Federal Education, which passed with a large majority, as one of the most important actions of the department.

He gave brief reports of some of the speeches that he heard. Mr. Jerome, of Trenton, N. J., who spoke on Physical Training, believes that things should be done instead of being talked about, and showed how they act, what they do, in New Jersey in the way of physical education.

Mr. Cole, of Denver, told the story of the "Opportunity Schools" of Denver. The motto of this school is, "If you want to do something, we'll give you the chance."

The dearth of teachers was the chief theme at the meeting of Normal School presidents. This applies more to the West than to this section of the South, for we have not yet lost the right spirit. We don't want to commercialize teaching, and are thankful that we have the spirit of service still.

President Wright told of how Superintendent Swanson in a five minute paper told what is being done in North Carolina along the lines of health, so that he brought forth cheers and a live discussion. This State is one of the most progressive in the Union on the questions of medical inspection and health work.

Because the child is born in the country is no reason why he should not have just as good training as the child born in the city, but how to give it to him is the question that concerns all interested in rural education. H. W. Foght, of South Dakota, presented a scheme for improving the rural teachers, but it was below the goal North Carolina has set. He believes that the one-teacher school cannot be done away with, but we believe it can be abolished finally in this State.

Mr. Proctor, of the University of Minnesota, told of the county training schools for teachers, but admitted that they were at best, only makeshifts. Mr. Hosic, of the Chicago Normal College, spoke on "Democrati-

zation and Supervision." C. S. Pemberton spoke on "The Socialized Recitation," showing how this could apply to the lower grades as well as to the higher, with the teacher in the background and each child contributing his part. This, however, does not solve all problems and has to be carefully handled; the lazy teacher can sit back and let the class go to pieces, but the live, active teacher can keep it going successfully.

The question of teachers' salaries was one of the most important and most discussed at the various meetings. Reports from various cities and sections showed that the people were getting thoroughly aroused on the question.

Superintendent Swanson in giving his impressions of the meeting said that his first impressions were of the snow and cold in Cleveland and the enormous size of the meeting; at first one was at a loss what to do and where to go. He recognized the fact that the spirit of the body had changed from that of alarm and grave concern three years ago to that of absolute confidence now that the profession was reaching higher standards, and that there is all but immediate prospects of financial rewards.

A moment of great exaltation, he said, came at the meeting when the question of the shortage in teachers, and the picture of the thousands of little children going to school last fall only to find the doors closed because there were no teachers. The question was put directly to the superintendents when they were asked if they had done their parts. They were asked if one of them had encouraged the boys and girls to prepare for teaching; the blame was placed where it partly belongs, because the high schools had not furnished the colleges with the raw material for teachers. They were urged to send the best they had into the schoolrooms.

He too, referred to the meeting on Physical Education in which the work of North Carolina for Medical Inspection and Health was so highly commended. He said that he was proud to be from North Carolina, and did not tell that he had been here less than two years. He said he was proud again when at the meeting on teachers' salaries it was proposed that the minimum be set, he found that North Carolina had set a higher standard than was set there. North Carolina, he said, was taking very high rank in forward looking education and the legislation on educational affairs.

Mr. Swanson referred to the social side of the meeting, when people from different sections interested in the same things exchanged views. He found that this school takes very high rank among normals. The man from DeKalb, Illinois, who thought he had the best scheme pos-

sible for a normal school, when he heard of the plans here, had to admit that this was better.

The Training School girls, at the close of these talks felt that they had a glimpse of the meeting.

Judge Ben Lindsey Speaks to the School

Ben Lindsey, "the man who has done more to save the boys of the State to citizenship than any other man," as President Wright said in his introduction, paid a visit to the school on April 8, and made a talk to the students. It was indeed a privilege to the students to have the opportunity to hear this distinguished man.

He told briefly the story of the Detention Court and how this had developed from the work since he had left Tennessee as a young man and went to Colorado as a criminal lawyer. In one case there were two boys behind the bars, one a horse thief and one a safe-cracker. He believed that boys such as these should not be sent to the jails which were veritable schools for crime, schools in which thousands of boys and girls were learning crime. The old way of sending boys and girls to prison brought out the evils, the new way discovers the good in them and develops that. The whole procedure of the courts has changed from one to hurt to one to help.

He contrasted the conditions twenty years ago when the first law of this kind was made and now. Every penitentiary now has its teachers for adults, and Juvenile Courts are everywhere in the land.

He explained that every case had to be considered from three angles: the psychology of the case has to be studied, the reasons for the deed, and why a boy has lied or stolen; frequently the cause is one of arrested social instincts and the boy has to be aroused to social response. The physical causes have to be looked into, for frequently a person does a thing because he is sick, and there is frequently malnutrition. The sociology of the case has to be studied, the responsibility of society. As doctors find out causes of diseases, so do judges now find out causes of crime.

He told of the work that he and his wife had been planning to do in England in coöperation with Lady Astor.

He spoke of the call for young men and women to engage in this work, but those who do it must understand people. It is a great splendid game and those who go into it must know how to play up to win.

In the evening Judge Lindsey delivered an address in the town. He told very much more of his work than he did at the school in the after-

noon, and told story after story of his boys that made his audience feel as if they too knew these boys.

Address by Congressman Upshaw

Congressman Upshaw of Georgia, visited the school on the morning of April 13th and delivered a splendid address on "The Teacher Who Wins," bringing out four big points: A radiant spirit, a worthy ambition, a dynamic initiative, and an unselfish spirit.

His talk was thoroughly enjoyed by all present. Immediately after leaving the Training School he visited the High School and spoke to the students of that school. He was introduced by Rev. W. H Moore, who paid a beautiful tribute to the congressman, telling how he had, after being confined to his bed for seven years, gone out into the world and made it a better place in which to live. The congressman delivered perhaps one of the best speeches that the students have heard in quite a while. He appealed to them not to be counterfeit coin, but to be honest with themselves and their fellowman. He told of his life, and showed where ambition and purpose had won for him the place he now holds. He appealed to the students to have ambition and purpose, perhaps he laid more stress on the question of leaving school before the student had completed his or her course. He told them that those who left school before they had finished would go through the world cutting wood with a dull axe As a parting message he left this motto with them, "Let Nothing Discourage You, Never Give Up."

Dr. W. P. Shamhart's Talk

Rev. W. P. Shamhart, pastor of the Christian Church, conducted the exercises at the assembly hour at the Training School one morning. His talk was live and interesting, richly illustrated with effective stories. He showed a keen appreciation of the attitude of the students toward the things they are apt to hear so frequently that they become commonplace; and when he touched on an old truth he put it in a new way.

He gave, as one of the fundamental things for a teacher, the ability to think a thing through. Another is open-mindedness. The final essential he gave and the one which crowns all others, is faith, faith in self, in others and in the Infinite.

Edgecombe County Alumnae Association

The Edgecombe County East Carolina Teachers Training School Association was organized on the evening of April 24, with thirty-three members. A most enthusiastic meeting was held with twenty-five present. The first part of the meeting was a business meeting and the second part a banquet.

The chief work of the Association this year is to raise the funds for a loan scholarship for sending an Edgecombe County girl to the Training School. This will take $180 a year for the student and will mean the raising of two or three times this amount. The money is to be loaned to the student and returned in twice the number of years she has had the use of the money. Each member of the Association is to pay an annual fee of one dollar and the remainder of the sum is to be raised by groups in various ways. The group from Pinetops will give a play at an early date. The Rocky Mount group will have a booth at the automobile show and sell souvenirs and refreshments. Other groups in other parts of the county will do other things.

President Wright, the Edgecombe County girls, in the Senior class, and a member of the faculty were the guests of the Association at the banquet.

The officers for this year are as follows: President, Emma Cobb; Vice-President, Mrs. Sue Walston Pitt; Secretary, Lucile Bullock; Treasurer, Ruth Proctor.

Those present at the meeting in addition to these officers were as follows: Lula Fountain, Mrs. Hattie Taylor Hite, Lillie Mae Whitehead, Elizabeth Mercer, Virginia Sledge, Willie Wilson, Zelota Cobb, Nannie Mac. Brown, Vivian Jenkins, Mrs. Susie Barnes Harper, Martha Lancaster, Fannie Bishop, Lela Parker.

The members of the Senior class from Edgecombe County attended the banquet and are as follows:

Callie Ruffin, Ruby Mercer, Ruby Daughtridge, Mary Batts and Roland Martin. Miss Wilson went from the faculty. Mr. George Howard, Superintendent of Edgecombe schools was an honored guest.

There were toasts from every class except the first two, and toasts to President Wright and Superintendent Howard.

President Wright made an inspiring talk, showing the girls who had gone out from the Training School exactly where they stood in the new schedule for teachers' certificates and salaries and how they could work to advance to higher grades. He commended highly the spirit and deeds of the Edgecombe County alumnae and their loyalty, not only to the school, but to the profession. He depicted the precarious conditions

of the times and showed what was expected of the teachers to help better conditions.

Superintendent Howard paid very high tribute to the Training School and declared that they were eminently successful as teachers, and he claimed he had a right to speak with authority as he had had so many of them to teach in his county he could judge.

This was a significant occasion, as it is the first county group of alumnae so far as has been reported, that have organized to do anything definite for the school.

Musical Program

Mr. Tuttle and his sister, Miss Mary Tuttle, who were the singers in Greenville during the revival at the Christian Church, gave a charming musical program to the students of the school at the morning assembly on April 24.

The visitors complimented the singing of the students very highly.

After the Quarantine

The long quarantine at the Training School against influenza has been raised, and the streets are again filled with happy, bright-faced students, happy to be free once more. Not a single case of influenza has been in the school this year. This shows how wise it has been to keep strict quarantine. The girls were splendid about keeping the quarantine, and agreed to be careful and not go into communities where there was influenza. The school was called to vote on whether they should have conditional or unconditional raising of the quarantine, and they voted for conditional. This means that the students were allowed to go to their homes for week-ends, but if there was influenza in a community a girl could not re-enter the school until the school physician gave her permission. This resulted in the faculty giving the students an Easter holiday.

Surveys of Schools

When it was proposed that four counties in North Carolina be picked for surveys so that some idea could be gained as to the schools of the State, Pitt County was chosen as the one from the eastern section because the Training School was located in this county and the members of the faculty could make the survey. Two automobiles were requisitioned for this work that could take ten teachers a day. That was

approximately the number from the faculty available for the work at one time. The work was begun the first Monday in February, but after only one day was stopped short by the influenza situation in the county, and was not resumed again until the sixteenth of March. From then until it was completed it was pushed rapidly forward. Each day a circuit was mapped out that would make it possible for the schools along certain roads or in certain directions to be taken in on the one trip. No one teacher could test more than one school a day, but the automobile would have to wait for only the last teacher on the circuit. The others were picked up on the return trip. In the larger schools in the towns more than one teacher was left, so as to avoid delay.

In the meantine, the classroom work in the schools was so arranged that the minimum of loss was sustained, the same teachers going on alternate trips, and leaving written work, reading, self-managed classes, and resorting to other devices that in the end made the loss to the students and the school less than the gain.

The school is also doing the scoring, but this is so organized that it does not interfere in any way with the work.

Phi Beta Kappa Society Members from Faculty

Mr. Underwood and Miss Jenkins, two members of the faculty, have been made members of the Phi Beta Kappa Society. Trinity College has recently been admitted into this great national scholarship fraternity, forming the Beta Chapter of North Carolina. This chapter was allowed to select forty members from the Alumni who had "achieved success in letters, science, or education." Most of those chosen had also made the record in college required for regular membership.

Elaborate exercises were held at Trinity on March 29. In the afternoon the installation ceremony was the chief feature of the occasion. At six o'clock there was a banquet. In the evening there was a public meeting, at which Governor Bickett and Mr. Joseph G. Brown, president of the Board of Trustees, were made honorary members. After the exercises a reception was given at the home of President Few.

Dr. Paul Shorey, of the University of Chicago, as a Senator of the Fraternity, had charge of the installation exercises and delivered the address to the public.

Mrs. C. C. Hook, President of the North Carolina Federation of Women's Clubs, while in Greenville as the guest of the Woman's Club, paid a visit to the school and made a talk to the students. Soon after

the opening of the school Mrs. Hook was the guest of the school. Her husband was one of the architects of the first buildings, therefore she has taken great interest in the growth of the school.

Miss Miriam McFadyen attended the annual meeting of the North Carolina Federation of Women's Clubs, which met in Charlotte the last week in April. She has been president of the Greenville Woman's Club for the past year. During this time the Club has gone forward with rapid strides. There has been great interest taken in questions of public health and civics. The club has supported a Lyceum course that has brought to Greenville a number of excellent entertainments. It was through this club that Judge Ben Lindsey came to the town.

Mr. H. E. Austin, who is on the Pitt County Board of Child Welfare, attended the meeting of the Social Service Conference the last week in March.

Miss Birdie McKinney is secretary of the Association of Secondary Mathematics for North Carolina.

Miss May R. B. Muffly attended the National Meeting of Public School Supervisors which met in Philadelphia the last of March. She reported a great inspirational meeting.

Miss Elizabeth White, of Baltimore, a member of the faculty during one summer term, spent the Easter holidays in the school and rendered valuable assistance in helping with the Senior play.

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